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ABSTRACT

This bibliography of 137 items focuses on international teaching assistants, an issue of wide educational impact in higher education and a politically sensitive phenomenon in the area of English as a Second Language. The bibliography is arranged in three main sections: papers, reports, and presentations (111 items); dissertations (16 items); and manuals, textbooks, and videos (10 items). The 111 papers, reports, and presentations are divided into five subsections: surveys; administration and policy; research; testing; and training. Descriptions of these items and the section of manuals, textbooks, and videos contain full bibliographic information, an informative abstract, a note of the number of references listed in the item, an evaluative commentary, and a note of the number of times the item has been cited by other items in the bibliography. The section listing dissertations does not contain commentaries or numbers of references. An author index is included. (JDD)

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The International Teaching Assistant

An Annotated Critical Bibliography

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Published by

The English Language Institute, The University of Michigan

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Introduction

The Need for a Bibliography

Although national attention to the potential impact of the increasing use of foreign graduate students as teaching assistants was noted in the National Association of Foreign Student Affairs (NAFSA) Newsletter 20th anniversary issue (May, 1968, p. 18) over twenty-two years ago, a body of literature on ITAs has only slowly developed. In the initial stages writing on the topic may have remained primarily internal as various institutions around the country responded to the situation locally. Further, much useful work continues to be presented at professional conferences rather than published. Third, even after twenty years, no referred journal has a consistent policy of promoting ITA research and development. Fourth, the range of people studying the so-called "ITA problem" is remarkably wide since it includes Deans and other administrators, those concerned with improving university instruction in general, testing specialists, discourse analysts as well as those directly involved in ESL. Assembling a good working ITA bibliography is, for these reasons among others, no simple exercise such as merely searching ERIC, LLBA or the Social Science Citation Index.

A second motivation for this project was our sense that the number of ITA papers, reports and other publications has increased dramatically since about 1986. Two national conferences on TAs, one at The University of Ohio in 1986 and another at the University of Washington in 1989 have offered forums for many papers and reports. A conference at the University of Pennsylvania in 1988 was devoted entirely to ITA issues. We therefore believe in the summer of 1990 that an ITA bibliography is a useful product; it integrates and showcases an area of ESL activity of peculiar political sensitivity and of unusually wide educational impact within the U.S. higher education

sector. It thus provides a resource for the ESL profession itself and also for those concerned with TA training in general and for those who carry executive responsibility in graduate schools and other colleges.

The Content of the Bibliography

We do not anticipate to have come close to a complete bibliography on the topic. Indeed, we have ourselves excluded a number of early items that now have only archival significance; we have been highly selective in terms of journalistic pieces; and we have not included all of the simple, short ITA program descriptions known to us. On the other side, we know we have had some failures. We have been unable to track down some individual authors, or to obtain copies of a number of master's theses. A few inter-library loan requests have been unproductive. We also would like to note we have not succeeded in obtaining copies of all the ITA papers presented at the 1989 University of Washington TA conference. Additionally, we know of, but have not yet seen, two forthcoming textbooks: Teaching Matters: A Book for International Teaching Assistants at Universities in the United States by T. Pica, G. Barnes and A. Finger (Newbury House/Harper & Row) and Classroom Communication Skills for ITAs by J. Smith and C. Meyers (Prentice Hall Regents). Finally, we restricted the bibliography to items dealing specifically with the ITA phenomenon. Needless to say, there are many other items in the ESL, linguistics, and educational literature which may well be relevant. And yet, despite these exclusions and lacunae, we have managed to produce a listing of some 137 items.

The bibliography is arranged in three main sections, as follows:

Section A. Papers, Reports and Presentations	(111 items)
Section B. Dissertations	(16 items)
Section C. Manuals, Textbooks, and Videos	(10 items)

Section A is by far the largest, so we have broken it down into five subsections:

AA. Surveys	(11)
AB. Administration and Policy	(7)
AC. Research	(28)
AD. Testing	(19)
AE. Training	(46)

In subcategorizing we have given our best estimate of where we think the main focus of an item lies. There have inevitably been a few difficult cases and readers (and authors) may occasionally think that we should have judged otherwise.

All the items in Section A contain full bibliographic information, an informative abstract (often specially written), a note of the number of references listed in the original item, an evaluative commentary, and a note of the number of times the item has been cited by other items in the bibliography. (The following section gives details of the citation count.) The one element in the Section A entries worth discussing at this juncture is the commentary. The commentaries consist of judgments made by (relatively) informed readers as to the highlights, contemporary relevance or weaknesses of particular items. These judgments have been made in good faith and with as much objectivity as we can muster, but they remain our individual opinions. We hope readers will find them useful, even provocative and stimulating, but we recognize the risk of possible misrepresentation.

As we have not read all the dissertations in Section B, we have not provided commentaries for the items in this section. We have relied on the original author abstracts. References at the end of the dissertations have not been included in the citational analysis, but citations of dissertations in papers, reports, and texts were included. We suspect that readers may share our surprise at discovering that there are already 16 dissertations devoted to the topic of this bibliography.

Section C follows the same format as Section A. The final component of the bibliography is an author index.

Citation Analysis

We have additionally carried out a citation analysis summing the references made within items in the bibliography to other items in the bibliography (except for the dissertations to which we have not normally had access). In so doing we have ignored citations made by authors or co-authors to their own work. Self-citations are generally thought by information scientists to cause distortions because the motives for self-citing - and the ease with which it can be done - often reduce their "value." It is our impression that the percentage of self-citations in the bibliography falls within the normally-attested range of 10-15%.

As can be expected, the 300 or so citations to other items in the literature are very unevenly distributed. About 35% of items received no citations, although about half of these have appeared in the last 18 months (or are yet to appear) and so have had little chance to work their way into the cited literature. In the remainder, the expected distribution occurred, whereby many items received few citations and a few items received many. This pattern is shown below.

# of Citations	# of Papers	Total Citations
1	22	22
2	18	36
3	11	33
4	15	60
5	2	10
6	10	60
7	2	14
8	4	32
9	1	9
11	1	11
13	1	13
Totals	87	310

As the figures indicate, there were 19 items that received six or more citations. These are alphabetically listed below in summary form.

Althen (manual)	1981	6
Bailey (diss)	1982	13
Bailey (FTA problem)	1984	11
Bailey (typology)	1984	7
Byrd, Constantinides, and Pennington (manual)	1989	8
Clark & Swinton (test report)	1980	6
Fisher (article)	1985	6
Keye (diss)	1980	6
Landa & Perry (article)	1984	7
Mestenhauser et al. (report)	1980	9
Orth (diss)	1982	6
Rice (article)	1984	6
Rounds (TQ article)	1987	8
Sadow & Maxwell (article)	1983	6
Shaw & Garate (article)	1984	8
Stansfield & Ballard (article)	1984	6
Stevens (article)	1989	6
Turitz (article)	1984	8
Vorn Saal (article)	1987	6

As again might be expected, the earlier work tends to figure strongly in the above list, particularly the first dissertations in the field and a 1984 NAFSA publication. However, it is worth nothing that two 1989 publications (Byrd, Constantinides, & Pennington; Stevens) have already received six or more citations.

Only five authors cumulatively reached a double-figure citation record in the bibliography. In order of rank they are:

Bailey	45
Constantinides	19
Rounds	16
Byrd	14
Mestenhauser	10

We have already alluded to a large increase in ITA-related publications and presentations since 1986. It is therefore surprising to note that Bailey, who has not been active in the field since 1985, still continues to dominate as the major and still-citable pioneering figure. Of the others Byrd and Constantinides typically collaborate, while Rounds' "success" may be due to the quality of the dissertation research.

In the bibliography itself, the number of citations has been added after the commentary in Sections A and C and after the Abstract in Section B. In cases where we have failed to trace a reference to an item we have felt it collegial to remain silent.

Planning, Division of Labor, and Acknowledgements

This project was carried out between February and July 1990, with funding provided by the English Language Institute. Patricia Aldridge, the ELI Librarian, was chiefly responsible for searching items, contacting authors, assembling files and checking bibliographical details. Sunny Hyon, a doctoral student in the Program in Linguistics, acted as Research Assistant and was largely responsible for writing the abstracts. Sarah Briggs and John Swales planned the project and wrote the great majority of the commentaries. John Swales undertook the citation analysis.

We would also like to express our appreciation for the contributions of several people who do not appear as authors: to Julie Tripp and Laura Buszard for data-entry; to Elizabeth Axelson, Laura Buszard, Carolyn Madden and Maria Parker for providing us with certain abstracts or commentaries; and to Kristen Precht for cover design.

The Future

This introduction has, we hope, made it clear that we are aware of the imperfections in this first edition of the ELI's ITA bibliography. We also confidently expect that ITA-related activities will

continue to flourish over the next few years. We are therefore currently planning to produce a second edition during the summer of 1992, and so welcome items that we have omitted, suggestions for corrections and examples of forthcoming work.

The ITA items included in Section A are contained in a special section of the ELI Library. Colleagues are welcome to use the material. Library staff will supply single copies of selected items at a reasonable cost. Contact Patsy Aldridge, ELI Librarian at 313-747-0478; Bitnet user LJMW@UMICHUM.

Sarah Briggs

John Swales

Ann Arbor, July, 1990

A. Papers, Reports, and Presentations

AA. Surveys

Bailey, Kathleen M. The "Foreign TA Problem." In Bailey, Kathleen M.; Pialorsi, Frank; Zukowski/Faust, Jean, eds. Foreign Teaching Assistants In U.S. Universities. Washington, D.C.: National Association for Foreign Student Affairs; 1984: 3-15.

In this introductory essay of a book dedicated to ITA issues, the editor provides a broad overview of the responses to the "foreign TA problem" at American universities. Bailey begins with a survey of some of the complaints about ITA instruction made by undergraduates and their parents while noting that many ITAs view the cause of "the problem" as due to undergraduate laziness and immaturity rather than to the ITAs' poor English ability. She then cites some of the ITA training programs and related research begun at various universities, in part out of a general trend in education to upgrade TA teaching skills. Bailey closes by considering the effectiveness of some of the instruments used to screen the English oral proficiency of prospective ITAs. (11 refs).

Commentary: This NAFSA publication edited by Bailey, Pialorsi and Zukowski/Faust is at present the single most comprehensive collection of articles of this general topic. The complexity of the "Foreign TA Problem" may account for the fact that the FTA/ITA issue continues to be a timely issue six years after the NAFSA publication was issued. (11 cits) (SLB).

Chism, Nancy Van Note. International Teaching Assistants: Introduction. In Chism, Nancy Van Note and Warner, Susan B., eds. Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants: Readings from a National Conference. Columbus, Ohio: Center for Teaching Excellence, Ohio State University; 1987: 249-250.

This introduction by the editor to a special chapter on ITAs opens with a brief discussion of the concerns surrounding the presence of ITAs at universities and the programs developed to prepare them for classroom teaching roles. Chism summarizes several of the papers written on the three central topics covered in the chapter: the nature and magnitude of the ITA problem, ITA training programs, and language competency screening tests. (no refs).

Commentary: At the first national conference on teaching assistants held at Ohio State in November, 1986, 20% of the presentations specifically focused on ITA issues. (3 cits) (SLB).

Constantinides, Janet C. The "Foreign TA Problem"--an Update. NAFSA Newsletter; March, 1987; 38(5): 3-6.

This short article discusses the reasons why the "ITA problem" has become a pressing national issue for American universities and outlines topics for effective ITA training programs. Constantinides cites the high density of foreign graduate students, the perceived low status of teaching at research institutions, and general cultural chauvinism of American students as reasons for the negative reactions of undergraduates toward ITAs. The article suggests that effective ITA training should include instruction in English specific to the teaching task of the ITA as well as training in U.S. educational mores and the attitudes and expectations of American undergraduates. (6 refs).

Commentary: The article is useful for the factual information it contains (at the time of writing). (4 cits) (JMS).

Heller, Scott. Colleges Try Tests and Training to Make Sure Foreign TA's Can Be Understood. The Chronicle of Higher Education; September 11, 1985; XXXI(2): 1, 32-33.

This Chronicle of Higher Education article reports on the ITA testing and training implemented at different universities in response to the "foreign TA problem." Heller opens by describing the use of different language screening devices for ITAs, noting that in 1984-85 more than one thousand students took the Test of Spoken English. The article then discusses the ITA training programs developed at different universities, using the program at the University of Kansas for illustration. Activities in this program focused on the language of the classroom, the American educational system and undergraduate attitudes. Heller closes by reporting that although experts such as Kathleen Bailey warn that the testing instruments used may not be accurate measures of an ITA's readiness to teach, the screening and training efforts at different schools have generally been well received. (no refs).

Commentary: Heller provides a balanced journalistic account, replete with quotations and incidents, of ITA affairs at around 1985. (3 cits) (JMS).

Johncock, Phil. FTA Tests and University FTA Testing Policies. Working Papers of the 1987 University of Wyoming/NAFSA Institute on FTA Training; 1987. 17 pgs.

In this paper, Johncock considers the use of various language screening devices for ITAs at U.S. universities. The author opens by comparing the format and reliability of different screening instruments, noting that neither the TOEFL nor the TSE/SPEAK test provides an accurate assessment of the speaking skills needed by ITAs in the classroom. Oral interviews and teaching simulations are argued to be more effective measures of the communication skills required of ITAs. The paper then discusses the results of a survey completed by 96 universities regarding their testing policies for admitting international graduate students and screening ITAs. The survey revealed that 81% of the universities using SPEAK to screen ITAs required a score of 220, suggesting that this is the minimum level of oral proficiency needed by ITAs in the classroom. The survey also noted that of the 60 universities requiring additional testing for ITAs, 57% used an oral interview and 47% used a teaching simulation. The appendices provide a copy of the survey as well as additional comments respondents gave concerning their testing policies. (24 refs).

Commentary: The author provides a useful overview of the distribution of ITA evaluation formats in U.S. universities in 1987. He also analyzes the various uses to which FTA tests are put. A very similar paper under the title of 'Survey of ITA Tests and Testing Policies at Middle-Size (or larger) U.S. Universities' was presented by the same author at the University of Pennsylvania Symposium on ITA Training in April 1988. The same Abstract and Commentary apply. (2 cits) (JMS).

Nelson, Gayle L. International Teaching Assistants: A Review of Research. Presented at TESOL '90; March, 1990; San Francisco, California. 23 pgs.

Eight years ago, Bailey (1982) cautioned that the development of training programs for international teaching assistants (ITAs) had preceded a systematic investigation of the "ITA problem." This article responds to Bailey's call by systematizing available research relating to ITAs. It reviews research in three critical areas of ITA-student interactions: 1) ITA pronunciation (Nesbitt & Wilson, 1977; Rubin, Smith & Lichner, 1989; Brown, 1988; Orth, 1982), 2) effective ITA teaching behavior (Bailey, 1982; Rounds, 1987; Meyers, 1987; Gillespie, 1988), and 3) intercultural communication (Keye, 1981; Martin & Hammer, in press; Nelson, 1989). These studies indicate that ITA pronunciation has been overemphasized as both the cause of and the solution to ITA-student misunderstandings, and that American college students prefer ITAs who use interactive and interpersonal teaching behaviors and who talk about their native culture in class. (AA) (31 refs).

Commentary: The studies reviewed by Nelson are part of a growing accumulation of evidence which may reform our screening and training efforts. Systematic study in this area is complicated by the number of variables which have an influence on the subject at hand. The studies reviewed by Nelson are just a few of the inquiries which have explored ITA issues in recent years. (SLB).

Pialorsi, Frank. Toward an Anthropology of the Classroom: An Essay on Foreign Teaching Assistants and U.S. Students. In Bailey, Kathleen M.; Pialorsi, Frank; Zukowski/Faust, Jean, eds. Foreign Teaching Assistants in U.S. Universities. Washington, D.C.: National Association for Foreign Student Affairs; 1984: 17-21.

Pialorsi considers the process of acculturation ITAs must undergo in order to be effective teachers in the U.S. classroom. The author begins by establishing that the ITA's ability to communicate does not depend solely on his English language proficiency but on his understanding of the values and expectations of the U.S. educational system. Pialorsi lists several universals of education and discusses the need to make ITAs aware of how these are specifically manifested in U.S. education. The classroom behaviors of American students like speaking out freely in class, use of profanity, and calling their TA by his first name are also seen as potential areas of misunderstanding and conflict for the uninitiated ITA.

Commentary: Pialorsi's essay is useful in that it focuses our attention on the context - particularly the norms of the American classroom. However, some of Pialorsi's claims are open to challenge through systematic study of students in various university settings. (4 cits) (SLB).

Tipton, Sara. ITA Training: How One Trainer Approaches the Challenge. TESOL Newsletter; June 1990.

In this paper, Tipton summarizes some of the current trends in the testing and training of ITAs and discusses the relevance of these issues for the ITA program at Wayne State University (WSU). Tipton opens by describing the wide use of the SPEAK test to screen potential ITAs, as well as WSU's use of videotaped micro-teaching demonstrations for screening ITAs at the end of a training course, noting that many universities have begun to involve undergraduates in this final evaluation process. The author then highlights the trend to educate ITAs in the multi-ethnicity of American undergraduate populations, an issue especially relevant at WSU with its large number of minority and non-traditional students. Current research on the need to train ITAs in the discourse of the lab class, characterized by its lack of structure and frequent use of slang and idioms, is also discussed here. Finally, the author considers the possibility of involving theater and speech specialists in training ITAs in various aspects of oral presentation. (10 refs).

Commentary: The article provides an introductory overview by someone recently given responsibility for ITA program development at a large university with an ITA program still in its infancy. (SLB).

Turitz, Nina J. A Survey of Training Programs for Foreign Teaching Assistants in American Universities. In Bailey, Katheleen M.; Pialorsi, Frank; Zukowski/Faust, Jean, eds. Foreign Teaching Assistants in U.S. Universities. Washington, D.C.: National Association for Foreign Student Affairs; 1984: 43-51.

This paper reports the survey results elicited from 15 universities in fall, 1982, regarding the design, objectives and evaluations of their ITA training programs. Twelve of the schools were found to have seminar-type programs which met throughout the school term, while the other three had pre-term orientation programs, varying in length from 1-3 weeks, 9-90 hours. The sources of staffing and funding for the program are then presented, revealing that only two schools required ITAs to cover some of their living or course material expenses. The paper also includes several charts which show the number of hours of instruction against credit hours awarded, as well as the types of course materials and objectives (language, culture or pedagogy) employed in each program. Finally, the survey revealed that at the majority of the institutions, ITAs and their departments responded favorably to the training programs, although little was known about the undergraduate response. The paper includes a list of the fifteen survey respondents and their institutions. (no refs).

Commentary: Survey results of this nature quickly become dated but the specifics provided by the respondents may be useful to anyone interested in trends in ITA programs. (8 cits) (SLB).

Weimer, Maryellen; Svinicki, Marilla D.; Bauer, Gabriele. Designing Programs to Prepare TAs to Teach. Andrews, John D. W., ed. In Strengthening the Teaching Assistant Faculty. New Directions for Teaching and Learning. No. 22. San Francisco: Jossey-Bass; 1985: 57-69.

This paper reports on a study which investigated how different universities (n=14) handled various issues relating to their TA training programs. In this paper, the authors briefly discuss the special training needs of international TAs. They report that at all of the universities in their study, ITA training was more extensive than general TA training and often incorporated a language screening component. The study also revealed variation in the degree to which universities integrated ITA training with general TA training. (no refs).

Commentary: This paper is largely concerned with TA training in general, although there is one section devoted to ITA training. It this section the authors make the interesting observation that "on many campuses, concerns initially raised about ITAs have led to a reckoning with the preparation of all TAs" (p.66). (JMS).

Young, Richard. Curriculum Renewal in Training Programs for International Teaching Assistants. Presented at NAFSA conference; May, 1989; Minneapolis, Minnesota. 34 pgs.

In this paper, Young uses a systems analytic model to describe the renewal that has taken place in ITA curriculum since 1984. The author opens by discussing the different components of the model, which include outside influences on ITA training programs, program directors, the knowledge base for training programs, and the means for allocating resources. The paper considers the role of these components in the different phases of curriculum design. Young then presents some the changes in training curriculum by comparing the articles in Foreign Teaching Assistants in U.S. Universities (Bailey, Pialorsi, Zukowski/Faust, 1984) with those in the special ITA issue of the English for Specific Purposes Journal (1989). Some of the reforms include using undergraduates as participants in ITA programs, designing curricula specifically for ITAs, including instruction in skills needed for non-lecturing duties, and developing a more detailed specification of target teaching behaviors. Young also notes an increase in the number of hours of instruction as well as in the amount of available instructional texts and videos. (45 refs).

Commentary: Young provides an informed and thoughtful overview of progress in ITA activities by 1989. The use of a systems model adds a theoretical level to the discussion and the comparison of the 1984 and 1989 collections is very effective. The paper closes with suggestions for a five-point ITA research agenda. A key paper for both new and old members of the ITA community.(JMS)

AB. Administration and Policy

Ard, Josh; Swales, John. English for International Teaching Assistants: What ESL Institutions Can Offer. TESOL Newsletter; 1986; 20(2): 21-22.

This short paper outlines several reasons why ESL institutes should consider involvement in ITA work as an opportunity rather than a threat. ITA work can gain kudos and support for ELIs in high places because of the visibility of the so-called ITA problem. It also provides an excellent area for "active research". It is an activity that can help an ELI integrate better with its host university and finally it provides an alternative strategy for offsetting any decline in intensive program enrollment. The paper then describes how the ELI at the University of Michigan was able to use the "ITA problem" as a fulcrum for initiating a major curriculum reform in all its ESL activities. (3 refs).

Commentary: This report describes briefly and clearly some of the changes and developments in an ESL service unit at a university with regard to screening, materials and courses designed specifically for ITAs. Interestingly, because of the dynamic nature of the ITA issues at the U of M, the program services have expanded even further to include two annual three-week intensive courses for ITAs and over twenty in-sessional ELI courses for enrolled U of M students, with four in-sessional courses specifically for ITAs. (4 cits) (SLB).

Berns, Margie. Purdue University's Approach to ITA Training Program Governance. Presented at Symposium on the Training of International Teaching Assistants; April, 1988; University of Pennsylvania, Philadelphia. 14 pgs.

In this paper, the director of the ESL program at Purdue University describes the development of a central governance policy for ITA screening and training. Berns begins by describing how the increasing number of international graduate students and the lack of departmental coordination with ESL staff lead to the formation of a committee, chaired by the Dean of the Graduate School, to investigate the "foreign TA problem" and to draft a central ITA policy. Adopted in the fall of 1987, the policy statement described the language and cultural skills required of ITAs, outlined two training programs offered by the ESL department, and stipulated that individual departments were free to develop their own methods for training and evaluating their ITAs. Berns then discusses the development of an oversight committee which would require departments to submit documentation of their ITA policies in order to insure the quality of ITA courses and procedures available across campus. The author concludes by reporting that although the departmental response was initially slow, cooperation has been generally good, and the governance program seems to be achieving its goals. (4 refs).

Commentary: This report provides comprehensive documentation of policy development at a university. The report would be especially useful to those working in institutions with no clear policies regarding screening and training since it describes how the delicate balance of retaining department autonomy was incorporated into central governing policy. (1 cit) (SLB).

Brown, Kimberly A.; Fishman, Phillip F.; Jones, Nancy L. Language Proficiency Legislation and the International Teaching Assistant: An Overview of Legal Questions. Presented at the Second National Conference on the Training and Employment of Teaching Assistants; November, 1989; University of Washington, Seattle. 44 pgs.

The purpose of this long paper is to provide an overview of existing state legislation aimed at addressing the "foreign TA problem." It also discusses university-based policies and examines how legislation or policy has been interpreted by institutions. In the first part of the paper the authors critique the current legislation and discuss how and why an "aggrieved ITA" could press charges of illegal discrimination. The paper then provides an extensive review of the legal background (documented in ten pages of end notes). The authors conclude that the legal context in which administration of ITA programs is situated can no longer be ignored, and suggest that a "language as resource" rather than "language as problem" orientation would be advantageous. (6 refs, excluding legal cases).

Commentary: Brown et al. provide a unique contribution to the ITA administration and policy area. The meticulous discussion of the legal issues would seem to result in a valuable resource document; however, we are ourselves unable to comment on the merits of the legal arguments or on the seriousness of the threat of institutional liability. (JMS).

Feetham, Elizabeth L. The Faculty's Role in the Training of International Teaching Assistants: Part of the Problem or Part of the Solution? Presented at Symposium on the Training of International Teaching Assistants; April, 1988; University of Pennsylvania, Philadelphia. 10 pgs.

Feetham discusses the importance of the role of university faculty in developing policy for the testing and training of ITAs. Feetham opens with a discussion of some of the administrative complications faced by the University of Washington in determining responsibility for different components of ITA policy. The author reports that the initial committee formed in 1984 to deal with the "ITA problem" did not include any faculty from ITA departments, and it was only after a conflict over the teaching restrictions placed on ITAs receiving a SPEAK score below 230 that a committee consisting of both faculty members and ESL/ITA specialists was formed. Besides drafting policy about the SPEAK test issue, the committee was also involved in designing an ESL course for ITAs as well as a course exit exam. Feetham then presents some of the issues to be addressed by the committee in the future, including the need for all international graduate students to develop the English proficiency required by their research and employment activities. The author closes by discussing ways to help maintain faculty interest in ITA issues, such as participation in the ITA exit exam and communication with the ESL department. (no refs).

Commentary: Feetham's paper offers an articulate, sensitive and wide-ranging perspective on the development of ITA training at a major public institution. She pays particular and important attention to the issue of faculty attitudes, concerns and responses. The paper notably concludes, "But despite the disadvantages of this evolutionary approach to the ITA issue, the participation of a wide range of faculty in the process of formulating policies is essential if effective implementation of these policies is to be achieved" (p.10). (JMS).

Kaplan, Robert B. The Life and Times of ITA Programs. English for Specific Purposes; 1989; 8(2): 109-124.

Kaplan opens by characterizing the entire international educational exchange enterprise in the United States as an area of "absence of decision." He then points out that the ITA "problem" can also be so characterized. The causes for the absence of decision are discussed, and the conditions that might make planning possible are reviewed. Kaplan stresses in particular a need to revise the financial conditions and terms of service offered to ITAs. The second part of the paper presents a critical case study of USC's attempts to deal with the "problem" from 1979 to 1989. Based on this study and experience elsewhere Kaplan concludes that the "ITA problem" is an element in the larger issue and that it would be appropriate for guidance to be provided at the federal, state and local institutional levels. (AA) (9 refs).

Commentary: While the comments on the specifics of user response to ITA training are well-made and well-taken, the value of this paper lies in its strong historical and administrative conceptualization of the developments that have led to the development of the ITA phenomenon. (1 cit) (JMS).

Koran, John J. Jr.; Tyler, Andrea; Foster, John Scott; Landers, Harriet S. The Development, Governance and Evaluation of Programs for International Teaching Assistants: A Dean's Perspective. Presented at Symposium on the Training of International Teaching Assistants; April, 1988; University of Pennsylvania, Philadelphia. 17 pgs.

This paper discusses the administration of an ITA program by the University of Florida's Graduate School. The authors briefly outline the curriculum of the program which includes two courses in language, pedagogy and cultural awareness and a one-on-one tutorial. They then describe some of the advantages of having the Graduate School initially oversee the ITA program, noting that information about the program could be easily and widely disseminated through Graduate School newsletters, meetings, and already established contacts with university departments. The authors also argue that the Graduate School's influence at the university helped to inspire trust and confidence in the program. The paper includes charts illustrating the matriculation of international graduate students at the University of Florida, the administrative organization of the ITA program, and the frequency of target teaching behaviors demonstrated by students who have participated in the program. (11 refs).

Commentary: This interesting account of the administrative processes leading to the development of an ITA program at a major U.S. university provides an intriguingly different perspective to that offered by Feetham. (JMS).

Thomas, Clayton F.; Monoson, Patricia. State Mandated Oral English Language Proficiency Requirements: Should We Be Concerned? Presented at the Second National Conference on the Training and Employment of Teaching Assistants; November, 1989; University of Washington, Seattle. 9 pgs.

This paper reports on a survey of the state mandated oral language proficiency requirements for instructors at public universities. The authors report that of the twelve states with language proficiency legislation or policy, the mandates generally 1) are directed at universities rather than state-wide governing boards 2) focus on TAs who are non-native speakers of English 3) emphasize assessment of oral English language proficiency only, ignoring other pedagogical skills and 4) require non-proficient instructors to receive remediation. The authors then discuss the need for legislation to focus not only on English proficiency of non-native speakers but also on the pedagogical and cultural skills required of both native and non-native instructors. The authors close by describing the implementation of the language proficiency policy at Illinois State University, which requires that non-native speakers be assessed and certified by TSE or SPEAK. Future areas of concern for ISU's policy include the need for ITAs to be given more time between arriving on campus and beginning their teaching assignments, as well as the importance of clearly communicating the language proficiency requirements to new international students. (no refs).

Commentary: This useful survey raises many issues regarding oral proficiency legislation for ITAs, not least among them the fact that this type of legislation is unusual for state legislature and that it typically raises questions of equity. (1 cit) (JMS).

AC. Research.

Ard, Josh. The Foreign TA Problem from an Acquisition-Theoretic Point of View. English for Specific Purposes; 1987; 6(2): 133-144.

The purpose of this paper is to relate research on second language acquisition (SLA) and research on the language problems of foreign teaching assistants and their remediation. On the one hand, SLA findings could improve the specific instructional programs required for foreign teaching assistants. On the other hand, second language acquisition research has not addressed specific data of this type. I argue that several vague models of second language acquisition cannot explain the specific data without amendments. In particular, the psychological construct of attention is an important factor in determining whether or not the specific language use expected of college teachers will be attained by foreign students. It is recommended that ITAs be given training in attending to the organization and language used in classes they are taking as students. (30 refs) (AA, modified by JMS).

Commentary: Although the paper does not provide any direct evidence for the claim that ITAs will benefit from becoming sensitive to the instructional styles and language choices of their own instructors in the classes they take, Ard's major premise is a) plausible and b) has been little discussed in the rest of the ITA literature. (1 cit) (JMS).

Bailey, Kathleen. Foreign Teaching Assistants at U.S. Universities: Problems in Interaction and Communication. TESOL Quarterly; June, 1983; 17(2): 308-310.

In this brief report, Bailey summarizes a study on the reactions of undergraduates to the spoken English of ITAs at UCLA. She begins by describing a survey of 392 UCLA undergraduates, in which students reported poor comprehension in classes taught by ITAs who received a score of 1+ or lower on the Interagency Language Roundtable Oral Interview. The study also compared undergraduate evaluations of twelve English-speaking TAs with those of twelve ITAs, revealing that the English-speaking TAs were rated higher in the categories of "overall effectiveness" and "outside helpfulness." Observational data also indicated a correlation between positive undergraduate evaluations and a high level of interactiveness and a positive attitude on the part of the TA. (1 ref).

Commentary: Bailey's research at UCLA in the late 70's and early 80's was exploratory and ground-breaking in scope. This report summarizes some of the main findings of her doctoral research (1982). (4 cits) (SLB).

Bailey, Kathleen M. A Typology of Teaching Assistants. In Bailey, Kathleen M.; Pialorsi, Frank; Zukowski/Faust, Jean, eds. Foreign Teaching Assistants in U.S. Universities. Washington, D.C.: National Association for Foreign Student Affairs; 1984: 110-130.

In this paper, Bailey presents five TA profiles based on her classroom observations of 12 American and 12 international teaching assistants in the math and physics departments at UCLA. Bailey begins by describing the group of "active unintelligible TAs," whose 3 international TA members had received the poorest evaluations from undergraduates and whose teaching style was characterized by rushed, inaccurate speech. Also poorly rated, the "mechanical problem solvers" group, with one native and five non-native English speakers, were identified according to their slow, deliberate speech and non-interactive classroom behavior. The author then describes the positively rated "knowledgeable helpers" group whose six native and two non-native speakers offered clear explanations and displayed a friendly, though business-like attitude. Finally, the most highly rated "entertaining allies" (two native speakers) and "inspiring cheerleaders" (one native speaker, one non-native speaker) are described, noting their purposeful teaching style, enthusiasm, and active use of humor. Bailey closes by suggesting that these TA profiles can be used to help new ITAs recognize their own teaching strengths and weaknesses. (11 refs).

Commentary: A "must read" article for those involved with ITA testing and training as the labels assigned by Bailey are now used almost casually by others in presentations and papers on ITA issues. The characterizations are clearly presented. If used wisely, they can serve as a stimulus to further investigation of ITA's in the classroom. (7 cits) (SLB).

Briggs, Sarah; Hofer, Barbara. Undergraduate Perceptions of ITA Effectiveness. Presented at The Second National Conference on the Training and Employment of Teaching Assistants; November, 1989: University of Washington, Seattle. 19 pgs.

This paper reports on a study at the University of Michigan which examined whether the perceived effectiveness of ITAs, as measured by end-of-term undergraduate ratings of instructors, had changed in response to increased university resources for testing and training. Comparisons were made between data collected on first-time TAs, 19 native and 18 non-native, after the first and second terms of teaching in the 1983-84 academic year, before substantial testing and training, and on comparable groups (65 native, 25 non-native) in 1987-88 and 1988-89, after program changes. Briggs and Hofer report that with respect to two items on undergraduate evaluations, "overall my TA is an excellent teacher" and "the instructor presents material clearly," the mean 1983-84 ratings of the native TAs showed a significantly higher degree of improvement from the first term to the second term than did the ratings of the non-native TAs. However, the 1988-89 data revealed that the difference between the second term ratings of the two groups of TAs had substantially decreased. The authors suggest that policy changes with regard to department offers of TAships, mandatory training for all new ITAs and follow up training for those less linguistically proficient may have contributed to the improved perceived effectiveness of non-native TAs by undergraduates. (4 refs) (AA, modified by SH).

Commentary: This paper provides a careful and carefully argued social science type study of changes in student evaluations of ITAs. Although the numbers of ITAs used in the study are not large (they were reduced for reasons of comparability), Briggs and Hofer offer evidence suggesting that ITA screening and training may contribute strongly to improving student evaluation. There are currently very few ITA studies providing statistical evidence of this kind. (JMS).

Brown, Kim. American College Student Attitudes Toward Non-Native Instructors, 23 pgs. Submitted for publication; 1990.

This paper reports on a study of the relationship between undergraduate evaluations and instructors' ethnicity, educational status, and language proficiency. Brown begins by outlining the methodology of the study whereby 549 students at a large Midwest university were asked to evaluate a single 8 minute videotape of a non-native English speaker, in the areas of personal aesthetic quality, language competence, and teaching competence. However, listeners were given different background information about the ethnicity (Italian, Sudanese, or Iranian), educational position (TA or faculty) and English background (bilingual or ESL) of the instructor. The author reports that students judged the instructor more favorably with respect to personal aesthetics if they thought he was a faculty member. Brown suggests this may be due to the power and attractiveness associated with a faculty position. In the area of linguistic competence, listeners consistently gave higher ratings to the speaker if they believed him to be Sudanese rather than Italian or Iranian, perhaps because his English was seen as a fluent representative for this group. With respect to both personal aesthetics and teaching competence, listeners judged the instructor more negatively if they thought he was bilingual rather than someone who had just studied English. Brown speculates that his may be due to the fact that listeners have higher expectations for bilingual instructors. (50 refs).

Commentary: Brown's report of her inquiry into how listener perceptions affect judgments about non-native speaking instructors is informative and thought-provoking. She has incorporated prior research on student and listener variables. She categories that research in a way helpful to other researchers. Brown's findings provide evidence that suggest that student evaluations about instructor effectiveness may be intricately linked to the student's belief system. Her findings undermine current claims that communication difficulties can be attributed solely to the actual performance of the non-native speaker. However, it is relevant to consider that the findings are based on responses of listeners who had only video contact with the non-native speaker. In actual practices TAs have prolonged contact with students with opportunities for interactions. The dynamics of the real ITA setting may mitigate Brown's findings in equally complex ways. (1 cit) (SLB).

Burt, Susan Meredith. A Proposal for Evaluating Teaching Assistants' Classroom Performance; 1988. 10 pgs. Unpublished manuscript.

Burt discusses a 1989 study on TA responsibilities at Illinois State University and the types of speaking used by TAs in particular classes. She opens with a description of the research methodology, whereby faculty representatives from eight academic departments were interviewed and classes taught by nine TAs--5 American and 4 international were observed. The faculty interviews revealed that the tasks expected of TAs ranged from faculty-like responsibilities to more restricted duties of grading or running a lab session. The author then describes six types of talk used by TAs to 1) convey subject content 2) manage classroom "housekeeping tasks" 3) manage technical classroom tasks 4) convey or facilitate teacher evaluations of students 5) create effect and rapport with students and 6) to perform some other function. The author reports that the number of teaching duties assigned to a TA did not predict the number of speech types the TA uses. However, Burt argues that the types of talk employed by the TA did correlate with TA effectiveness, as variation in types of talk made class time more interesting and encouraged student interaction. (3 refs).

Commentary: Burt's paper is particularly interesting for its categorization of six types of classroom speech and her anecdotal observations that the use of a variety of types contributes to an enriched educational experience. She also valuably stresses "talk that manages housekeeping tasks" (p.4). (1 cit) (JMS).

Byrd, Patricia; Constantinides, Janet C. The Language of Mathematics: Implications for Training of FTAs. Presented at Symposium on the Training of International Teaching Assistants; April, 1988; University of Pennsylvania, Philadelphia. 16 pgs.

Byrd and Constantinides consider the language and methods required of FTAs who teach mathematics. The authors report on a project that analyzed the language and human relations techniques observed in three regular math faculty at Georgia State University. Byrd and Constantinides found that with respect to basic language skills, the math faculty spent most of the class time speaking and writing, as opposed to listening or reading. The university math teachers were also found to use various linguistic devices to connect a particular problem at hand to larger contexts, such as other courses, the textbook, other aspects of mathematics, and the outside world. The authors provide examples of some of the instructors' connective uses of language. The paper also discusses the human interactive skills exhibited by math instructors, noting that the math faculty, in contrast to other kinds of teachers, rarely used students' names in class but instead recognized students through eye contact and body language. The authors suggest that FTA programs include training in the verbal and non-verbal behavior appropriate for teachers of mathematics. (10 refs).

Commentary: The Byrd and Constantinides paper is relevant to those interested in the discipline aspects of ITA issues. However the antithesis of the title might be argued from the author's observations. The examples of connective use seem transferable to teacher-talk in other disciplines and contexts. With reference to the limited use of students names, a possible explanation is that the dynamics of student/teacher interactions may be influenced by the role of the particular instructor. The teachers observed in this study were regular math faculty. (SLB).

Davis, Brian. The Effectiveness of Videotaped Protocols as a Training Technique for International TAs. In Chism, Nancy Van Note and Warner, Susan B., eds. Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants: Readings from a National Conference. Columbus, Ohio: Center for Teaching Excellence, Ohio State University; 1987: 321-333.

This paper reports the results of Davis' doctoral research on the effectiveness of using videotaped protocols to train prospective ITAs in interactive classroom behavior at Ohio State University. Davis begins by describing how an instrument for training ITAs to observe teacher clarity behaviors was developed and how videotaped episodes of ITA oral presentations were developed and used during training sessions in order to demonstrate exemplary and non-exemplary teaching behaviors. The paper then discusses the findings of a study comparing 10 pairs of trained and untrained ITAs, which revealed that the ITAs trained in the use of certain behaviors did not demonstrate a different use of these behaviors as compared to ITAs not trained in these behaviors. Davis proposes several possible explanations for this fact: 1) untrained ITAs were able to adopt automatically interactive behaviors in the classroom 2) the interactive style of teaching was too alien for even trained ITAs to implement in actual classroom performance 3) the trained ITAs dropped interactive behaviors rejected by undergraduates in their classes. However, significantly higher levels of achievement was observed among students enrolled in the courses taught by some of the trained ITAs, though the findings were reported as inconclusive. Davis concludes with comprehensive recommendations about the design of studies of this nature. The two appendices include a list of model behaviors promoted in the training program as well as a set of comments by observers of how ITAs performed in their classrooms with respect to these behaviors. (16 refs).

Commentary: This report, which definitely deserves attention, summarizes Davis' attempt to determine the effects of an ITA training technique. Davis has drawn from prior studies in college teaching and has incorporated that foundation into his study. Davis' section on recommendation for further research is especially useful as he examines thoroughly aspects of design of such studies. It offers insights into problem areas of educational inquiry of this nature which are useful to those trying to plan an experimental study of the effect of treatment. (4 cits) (SLB).

Douglas, Dan; Selinker, Larry. The Interlanguage of Three Teaching Assistants: Two Domains. Presented at TESOL convention; March, 1986; Anaheim, California. 10 pgs.

This paper introduces and develops the concept of "discourse domain" and relates it to the performances of three Korean graduate students at Iowa State University. Discourse domains are complex and superordinate contextual categories distinguishable from topics on the one hand ("my greatest achievement") and from activity-types on the other (lecturing, one-on-one interviews, etc.) Cited examples are the "life story domain" and "the professional talk domain." It is argued that the concept of discourse domain allows researchers to explore whether or not there is carryover from one domain to another in specific-purpose learning. Preliminary evidence from the videotapes plus that from subject and specialist informant interviews suggests that some features of spoken language remain fairly constant across academic domains while others were quite variable. One example of the latter was one subject's use of modals, which were more target-like in the "work" domain than in the "life-story" domain. (no refs).

Commentary: Although this presentation was supported by some FTA video data, its main interest lies in the development of the discourse domain concept and its relationship to conditions of interlanguage transfer. The authors willingly concede that they are dealing with fuzzy concepts and that the findings for the data-base are speculative at this juncture. A more developed accessible version of Douglas and Selinker's interesting work is the paper "Research Methodology in Contextually-based Second Language Research" in Second Language Research 5: 93-126. (JMS).

Douglas, Dan; Selinker, Larry. Markedness in Discourse Domains: Native and Non-native Teaching Assistants. Papers in Applied Linguistics (The University of Alabama); 1989; 13 (1): 69-81.

The first half of this paper provides a narrative of the authors' attempts to relate interlanguage development and language use contexts (discourse domains) particularly as these apply to ITAs lecturing as opposed to operating in other discourse domains. The authors then discuss markedness theory in linguistics and its relationship to discourse. They next describe their current study comparing the performances of an ATA (used to set up baseline data on discourse domain variability) and an ITA both from the statistics department at Iowa State University. They focus particularly on their subjects' use of discourse markers. (31 refs).

Commentary: In this highly theoretical paper Douglas and Selinker continue their investigation into the very difficult questions that deal with contextual variability in second language acquisition. One interesting comment derived from the reported study is the following: "It may be that the NNS TA is focusing more on the domain in his use of both types of markers in the work talk--talk about statistics is talk about statistics, while the NS TA may focus conversations--an interview is an interview. This difference in focus may represent a greater sensitivity to rhetorical interactive routine on the part of the NS TA and a corresponding greater interest in converging context on the part of the NNS TA." (p. 78). (JMS).

Gillette, Susan. Lecture Discourse of a Foreign TA: A Preliminary Needs Assessment. In Winkler, Kathryn A., ed. ESL Working Papers. University of Minnesota: Minneapolis, Minnesota; Summer, 1982: 18-39.

This paper compares the communication strategies used by an American and an international TA (Korean) in pre-lab lecture discourse. Gillette reports that lectures given by each of the two astronomy TAs were observed, audiotaped and transcribed. The author begins by comparing the TAs' uses of non-verbal behaviors, noting that the Korean TA made extensive use of the blackboard but rarely used gestures or made eye contact with his students, and that the American TA used the blackboard minimally but often used gestures to illustrate key concepts. Gillette then analyzes the discourse of the lectures examining cohesive devices, specifically reference and substitution and lexical items. She reports that the Korean TA often used repetition to emphasize a concept whereas the American achieved this emphasis by restating the concept in different ways. She compares the organization and coherence of each lecture and observes that the structure of the Korean TA's lecture was found to be organized around a handout, while the American TA structured his lecture through various discourse markers. Gillette then discusses the reasons for the differences between the TAs' communication strategies. She suggests that the Korean TA avoided using broad gestures since they were culturally unfamiliar to him, and she argues that the Korean TA's lack of English proficiency limited him to using repetition for emphasis and prevented him from utilizing the cohesive discourse markers found in the American TA's speech. The appendices contain the TAs' lecture transcripts and TAs' board work. (10 refs).

Commentary: Case studies offer no evidence for generalizations but do reveal patterns which may warrant further investigation. Gillette's examination of the strategies used by a TA from Korea in comparison to native-English speaking American TAs is revealing. Her linguistic analysis is coherent and documented with frequent examples. Such detailed analyses are invaluable to our gaining a clearer understanding of language needed to be an effective TA in particular TA roles. (SLB).

Hinofotis, Frances B.; Bailey, Kathleen M. American Undergraduates' Reactions to the Communication Skills of Foreign Teaching Assistants. In Fisher, Janet Cameron; Clarke, Mark A.; Schacter, Jacquelyn, eds. On TESOL '80, Building Bridges: Research and Practice in Teaching English as a Second Language. Washington D.C.: TESOL; 1981: 120-136.

This paper reports on one phase of a project for enhancing the communication skills of ITAs at UCLA. The paper analyzes the reactions of ten American undergraduates to videotapes of ten potential ITAs in a classroom teaching role-play. The students were asked to rate how ITAs performed in the areas of proficiency, delivery, and communication. These results, along with the undergraduates' rankings of the importance of certain aspects of TA communication, were compared with those given by TESL instructors and TA trainers in an earlier study. Although both groups ranked pronunciation as the key factor in assessing ITA performance, students placed more importance on ITA speech flow and ability to maintain student interest. Both groups also noted improvement in ITA performance after ITAs attended a course in oral communication.

Commentary: This article serves as an excellent reminder that the evaluative criteria of ITA trainers and those of undergraduates may differ. The authors provide a thorough description of how their research was conducted and a discussion of their findings. The article would be of interest to anyone concerned with evaluation of ITAs and particularly to those who are considering the use of undergraduates as participants or raters in ITA training programs. (4 cits) (EA).

Jacobs, Lucy Cheser; Friedman, Charles B. Student Achievement under Foreign Teaching Associates Compared with Native Teaching Associates. Journal of Higher Education; September/October 1988; 59(5): 521-563.

This paper reports on a study at a large midwestern university comparing undergraduate performance and instructor ratings in ITA vs. native TA-taught classrooms. The authors begin by describing the methodology of the study, which analyzed the final exam scores and instructor evaluations from 87 sections of 4 math classes taught by 45 TAs (32 native/13 ITA) and 18 sections of a business class taught by 17 TAs (14 native/3 ITA). Multiple regressions were run to control for such variables as student ability, TA teaching experience, and class size. The study revealed that when student ability and TA experience were held constant, no significant difference was found between mean final exam scores in ITA and NTA classrooms. When course evaluations were compared, NTAs were rated higher than ITAs in only one math class. The paper also reports a correlation between high scores of ITAs on an English proficiency test with high student exam scores and instructor ratings. The authors conclude by arguing that although ITAs can be just as effective instructors as NTAs, only those with high oral proficiency scores should be selected for this role. (4 refs).

Commentary: The Jacobs and Friedman inquiry is noteworthy as these researchers have investigated a subject which should be of much interest to those concerned about the impact of ITAs on student performance. The findings, in general, are encouraging in that in the sample they looked at no significant difference was found in the average final exam score of those in ITA sections as compared to NTA sections. However, their finding that undergraduates' final exam scores showed a moderate but significant correlation with the ITAs English proficiency scores supports the claim by parents and undergraduates that an education can be negatively affected if the TA's English is inadequate. Unfortunately, descriptive information about demographic origins, length of time in the U.S. or prior teaching experience of the foreign teaching associates in the study are not included in the report, but the study is impressive with regard to the number of independent variables controlled for by the researchers. This study deserves serious consideration and the urging of the authors that replication studies at other universities be conducted seems warranted. (1 cit) (SLB).

Jenkins, Susan. A Comparison of the Attitudes of American and International Teaching Assistants to their Undergraduate Students. Presented at the Second National Conference on the Training and Employment of Teaching Assistants; November, 1989, University of Washington, Seattle. 27 pgs.

This article reports on a study at the University of Cincinnati which compared the attitudes of both American TAs and ITAs to undergraduates in order to determine whether ITA attitudes were more negative than ATA attitudes. Ninety eight TAs (46 ATAs and 52 ITAs) completed a Semantic Differential survey containing 10 attitude scales, wrote comments to general questions, and supplied various demographic data. The data were analyzed by a multivariate analysis of variance, followed by two separate analyses of variance. Correlation coefficients were computed between the attitude measures and measures of experience such as time as a TA, months in the US, and TOEFL score. The results showed that there was a significant difference between the ATA and ITA attitudes, but that it was the ATAs who held more negative attitudes. Of the demographic variables, only age correlated significantly and consistently with attitude. The ANOVA analyses confirmed that the science ATAs were the most negative about their undergraduates. The results are discussed in terms of their implications for ITA training programs. The appendix contains a copy of the survey. (24 refs) (AA, modified by SH).

Commentary: Jenkins' paper is an important recent addition to the ITA literature in several respects. It provides an excellent and up-to-date review of previous work on ITA attitudes. It describes a careful comparative study of ATA and ITA attitudes to undergraduate students, utilizing an impressive questionnaire and a range of statistical treatments. Third, the research comes to an unexpected conclusion: "the ATAs held significantly more negative opinions of the students than did the ITAs in the areas of attitude to learning, behavior and study habits." Finally, the study speculates interestingly on why–despite this finding–students continue to perceive the ITAs as having negative attitudes towards them. (JMS).

Kulik, James A.; Kulik, Chen-Lin C.; Cole, Margaret A.; Briggs, Sarah L. Student Evaluations of Foreign Teaching Assistants. Internal Report. University of Michigan: Center for Research on Learning and Teaching; 1985. 8 pgs.

This paper compares the end-of-term student evaluations given to newly appointed American and International TAs at the University of Michigan. The authors begin by describing the methodology of the study which compered the ratings received by 26 non-native and 46 native TAs in the fall of 1983, and 21 non-native and 25 native TAs in the winter of 1984. The authors report that the students gave significantly lower ratings to the non-native TAs in four major areas: overall excellence of the instructor, clarity of the instructor, rapport with the instructor, and overall excellence of the course. Students were found to rate the two groups of TAs similarly on items dealing with student effort, course load, relevance of exams, and fairness of grades–areas which the authors argue were irrelevant to TA performance. A second set of analyses revealed that the ratings of non-native TAs who were classified by the English Language Institute as proficient fell between the ratings of native and non-proficient non-native TAs. Finally, the authors report that both groups of TAs received better ratings their second (winter) term of teaching but that the gains were greater for native TAs. (3 refs).

Commentary: The authors make a useful contribution to the data on student evaluations of ITAs, as represented by end-of-course Likert-type questionnaires. An interesting comparison can be made between the results reported here in 1985 and those given in Briggs and Hofer (1989). (1 cit) (JMS).

Lalande, John F.; Strasser, Gerard F. A Survey of International Teaching Assistants in Foreign Language Departments. In Chism, Nancy Van Note and Warner, Susan B., eds. Internal Report. Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants: Readings from a National Conference. Columbus, Ohio: Center for Teaching Excellence, Ohio State University; 1987: 251-262.

Lalande and Strasser report the results of a survey elicited from 105 foreign language TAs--42 international, 63 American--at 14 universities regarding TA satisfaction with departmental pre-service (i.e. pre-work assignment) TA training and advising. The authors primarily describe the survey responses of ITAs, who generally gave positive ratings to their department's pre-service training, although many noted dissatisfaction with the lack of instruction given on test preparation, grade assignment, and use of audio-visual equipment. The differences found between the ITA and American TA responses are then briefly discussed, noting that many more American TAs were dissatisfied with the training on teaching techniques and textbook use, which the authors attribute to the fact that the ITAs generally had more teaching experience than the American TAs. (15 refs).

Commentary: The survey results presented in this paper are valuable in that they concentrate on responses obtained from ITAs who teach foreign languages rather than a content discipline through English. However, as the authors note, their research so far did not examine whether different groups of ITAs (e.g. Europeans versus Asians) might not have different needs in terms of teaching preparation and cultural orientation. It is also not clear whether all or how many of the foreign language ITAs surveyed were teaching their first language. (1 clt) (JMS).

Mestenhauser, Josef A. Foreign Students as Teachers: Lessons from the Program in Learning with Foreign Students. In Althen, Gary, ed. Learning Across Cultures. Washington D. C.: NAFSA; 1981: 143-149.

This article describes some of the reasons behind the implementation of the "Learning with Foreign Students" project begun at the University of Minnesota in 1975. Mestenhauser opens by briefly describing the project which encouraged students to enroll in classes taught by foreign students. The author then discusses the various student attitudes which fueled the development of this project. These attitudes include fear of insults, guilt about American affluence, feelings that teaching assistantships should not be granted to foreign students, and the opinion that foreign students are irrational and non-objective. Mestenhauser reports that U.S. students who have participated in the "Learning with Foreign Students" project have indicated open-mindedness to foreign students' cultural views and habits. (22 refs).

Commentary: This early paper may be mainly interesting today for what it reveals of U.S. student attitudes to foreign students. However, this account of attitudes typical of the '60s and '70s could be relevant in an era of increasing internationalization and of renewed interest in using foreign students as "resources." (1 clt) (JMS).

Myers, Cynthia; Plakans, Barbara. "Under Controlled Conditions" : The ITA as Laboratory Assistant. Presented at the Second National Conference on the Training and Employment of Teaching Assistants; November, 1989; University of Washington, Seattle. 13 pgs.

Myers and Plakans consider the training needs of ITAs serving as laboratory assistants at Iowa State University. The authors begin by outlining their research procedure, which involved observing 30 ITAs from 14 departments, interviewing ITAs and faculty, and transcribing the discourse of the labs. Meyers and Plakans report a high degree of diversity among the labs with respect to the required tasks, level of departmental supervision, and physical set-up. However, they argue that one main problem common to all the labs is the undefined role of the lab assistant, particularly with regard to how active a teaching role he/she is expected to take. Another challenge faced by ITA lab assistants is the unstructured nature of the interaction between the ITA and the student. In the laboratory, ITAs often have little control over the direction of the discussion, and are required to perform a number of language functions on the spot, such as answering questions, criticizing and giving advice. The authors argue that effective training for ITA lab assistants should help define their teaching role, incorporate the insights of experienced lab assistants, and include instruction on interactive skills. (4 refs).

Commentary: This report of ITAs working in laboratory settings provides observations useful to those involved in many aspects of ITA issues from screening to material development to training. The authors explode the myth that assisting in a lab is an undemanding task for an ITA. The replication of this study in other disciplines and at other institutions may serve to provide more concrete understanding of the exact nature of the duties and linguistic demands faced by ITAs. (SLB).

Nisbett, Richard E.; Wilson, Timothy DeCamp. The Halo Effect: Evidence for Unconscious Alteration of Judgments. Journal of Personality and Social Psychology; 1977; 35(4): 250-256.

This paper reports on a study in which two different videotaped interviews were staged with the same individual--a college instructor who spoke English with a European accent. In one of the interviews the instructor was warm and friendly, in the other, cold and distant. The subjects who saw the warm instructor rated his appearance, mannerisms, and accent as appealing, whereas those who saw the cold instructor rated these attributes as irritating. These results indicate that global evaluations of a person can induce altered evaluations of the person's attributes, even when there is sufficient information to allow for independent assessments of them. Furthermore, the subjects were unaware of this influence of global evaluations on ratings of attributes. In fact, the subjects who saw the cold instructor actually believed that the direction of influence was opposite to the true direction. They reported that their dislike of the instructor had no effect on their ratings of his attributes but that their dislike of his attributes had lowered their global evaluations of him. (9 refs) (AA, modified by SH).

Commentary: This paper from the social psychology literature is relevant to the ITA field because of its claim to establish a strong halo effect in educational settings. For example, "about half the warm condition subjects rated the teacher's accent as appealing and half as irritating, whereas the overwhelming majority of subjects in the cold condition rated his accent as irritating" (pp. 253-53). Readers of this bibliography can doubtless see a connection with ITA research on student attitudes to ITAs. (4 cits) (JMS).

Rekart, Deborah; Dunkel, Patricia. Assessing the Relative Fluency of International Teaching Assistants: A Comparison of TSE Evaluators' Ratings and Computer-based Estimates of Pausing in the Speech; 1990. 27 pgs. Submitted for publication.

This paper reports on a study which investigated whether a computerized pause recognition program could be used as an objective measure of the oral fluency of non-native speakers of English. The speech of a sample of Chinese and Korean non-native speakers of English (n = 17) was evaluated by human raters of the Test of Spoken English (TSE) for degree of fluency in non-native English speech, and by a computerized silent-pause-detection program to determine whether: (1) the human-rated or the computer-rated indexes of fluency predicted subjects' TSE scores for overall comprehensibility in English; and (2) the correlation between the human-rated and computer-rated scores was significant. Findings indicated that human ratings of fluency correlated well with the human-rated overall comprehensibility score, but the computer-assisted assessment did not. Intercorrelations among the human-rater evaluations were found, as were intercorrelations among the computer-rated scores; however, the two types of assessment methods led to the conclusion that humans use cues other than silent pauses to assess the fluency of non-native speech even though the TSE guidelines stipulate that the human raters are to react to the amount of pausing contained in the non-native stream of speech. The automatic pause-detection program reacted only to silent (unfilled) pauses in the speech signal. Speculations as to the cues human evaluators use are offered and suggestions for objectifying fluency assessment of non-native speech are presented. (23 refs) (AA, modified by SH).

Commentary: This recent paper from the Department of Speech Communication, Pennsylvania State University, is innovative not only in what it attempted to achieve, but also in its integration of speech science into ITA-driven research. The fact that this initial experiment did not succeed should not be taken to mean that the computer may have no role to play in assessing NNS comprehensibility in the future. (JMS).

Ronkowski, Shirley. International and American TAs: Similarities and Differences. In Chism, Nancy Van Note and Warner, Susan B., eds. Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants: Readings from a National Conference. Columbus, Ohio: Center for Teaching Excellence, Ohio State University; 1987: 263-266.

Ronkowski describes the results of a study at the University of California, Santa Barbara on the differences between the teaching methods, expectations and classroom experiences of American and International TAs. She begins by presenting the results of a questionnaire answered by 107 American and 88 International TAs which suggested that the two groups did not differ significantly on their perceptions of important characteristics of TAs or of disturbing student behaviors. The responses from personal interviews with the TAs are then reported, revealing that the types of problems encountered by the ITA and the American TA differed in degree rather than kind. Ronkowski concludes by questioning the accuracy of the TA self-report and suggests that future research additionally incorporate observational data of the TA in the classroom. (no refs).

Commentary: This provocative article provides a comparison af three research techniques: a survey questionnaire, interview and classroom observations. It strongly supports the superiority of a multilevel research design - particularly the use of observation and interviews to explore what is happening in TA classrooms. (1 cit) (SLB).

Rounds, Patricia L. Characterizing Successful Classroom Discourse for NNS Teaching Assistant Training. TESOL Quarterly; 1987; 21: 643-671.

As the number of foreign-born graduate students in U.S. universities has risen over the past few years, a steadily increasing proportion of undergraduate education, especially in large public universities, has come into the hands of nonnative-speaking (NNS) teaching assistants who have limited English proficiency. Although ESL teachers and researchers have recently begun to design training programs suited to the special needs of the NNS graduate student teaching assistant, these programs are most frequently based on general-purpose language-learning materials. The suggestions offered in this article for a more specific-purpose model of instruction are based on a quantitative and qualitative discourse analysis of a corpus of videotapes of native speakers and NNSs teaching university-level mathematics classes. This analysis and the researcher's own experience as a mathematics teacher were used to develop a characterization of what constitutes teaching discourse that is communicatively competent for mathematics, related disciplines, and perhaps other educational contexts as well. (55 refs) (AA).

Commentary: Rounds advocates an ESP approach to ITA investigations and applies it to the analysis of math teaching by both American and International TAs. The videotape study investigates such features as the use of personal pronouns, talk and silence, symbolic representation and its verbalization, working through math problems and the marking of junctures. One of the most striking sections deals with multiple uses of 'we' and their relationships with Bailey's typology. One of the most important pieces of discourse analysis in the ITA literature and one dealing with an area (mathematics) that is both important and yet relatively inaccessible to most ITA investigators. (8 cits) (JMS).

Rounds, Patricia, L. Multifunctional Personal Pronoun Use in an Educational Setting. English for Specific Purposes; 1987; 6: 13-29.

This paper reports the results of an empirical study of the language produced by teachers in American university mathematics classrooms. One aspect of this discourse--the use of personal pronouns--is isolated to provide a clear illustration of the variety of contextual factors affecting the creation of this specific purpose language. Specifically, evidence is presented that suggests that teachers avoid third person pronouns; instead, they redefine or remap the semantic domains of the first and second person pronouns to include third person and indefinite reference. The analysis also indicates that there are five sets of discourse-defined semantic mappings for the pronoun 'we'. Finally, various socioeducational factors that may be working to shape this aspect of linguistic use are examined. This study is a response to two lines of enquiry. First, it responds to a theoretical research concern to expand our understanding of how context interacts with grammar. Second, since we should not assume that pedagogical language is the same as "everyday English," this study provides a baseline analysis of classroom language to inform the design of appropriate language learning materials for international teaching assistants and perhaps other teacher trainees. (47 refs) (AA).

Commentary: This is a companion piece to Rounds (1987) in TESOL quarterly, but this time concentrating on personal pronoun use and including quantitative data. Rounds importantly notes that the natural use of multipurpose 'we' by instructors can "establish affective bonds" between them and their students. (3 cits) (JMS).

Tyler, Andrea E.; Jeffries, Ann A.; Davies, Catherine E. The Effect of Discourse Structuring Devices on Listener Perceptions of Coherence in Non-Native University Teacher's Spoken Discourse. World Englishes; 1988; 7(2): 101-110.

This paper addresses some of the sources of communication difficulty in the academic context through a discourse analytic examination of videotaped teaching demonstrations by 18 Korean and Chinese teaching assistants. It has been suggested that the primary source of listener perceptions of disorganization in spoken academic discourse might be the overall order in which information is presented. This study, however, reveals that rhetorical organization was not the problem. Research on native speakers' discourse in an academic environment has indicated that effective communicators use a number of devices to orient their listeners to the relative importance among ideas within the discourse, and simultaneously to convey the interrelationships among these ideas. In particular, we find extensive use of prosody. Native speakers also use a wide variety of syntactic constructions such as topicalization in order to focus the attention of the listener and show relative foregrounding and backgrounding. Use of these devices provides native-speaker listeners with a set of cues which allow them to construct coherence. This study shows these cues were absent in the Chinese and Korean speakers. The main structuring devices were lexical repetition and parataxis. In effect, the Chinese and Korean speakers are constructing an undifferentiated, flat discourse structure within which the native-speaker listener is unable to perceive the intended relationships among the ideas presented. (16 refs) (AA).

Commentary: The linguistic analysis presented in this paper could be useful to those evaluating and training ITAs as it identifies specific aspects of speech which may cause some non-native speakers to be perceived as incoherent. The authors observe that the cumulative effect of certain discourse-structuring devices results in confusion to the listener but note that they were not able to establish which devices were most confusing. Research of this nature suggests that discourse analysis can be a fruitful type of investigation when trying to identify sources of ITA communication difficulties. (SLB).

vom Saal, Diane R. The Undergraduate Experience and International Teaching Assistants. In Chism, Nancy Van Note and Warner, Susan B., eds. Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants: Readings from a National Conference. Columbus, Ohio: Center for Teaching Excellence, Ohio State University; 1987: 267-274.

In this paper, vom Saal discusses the importance of the undergraduate's role for successful inter-cultural communication with the ITA. The author begins by defining several aspects of communication including speech patterns, style, discourse order and non-verbal behavior, and uses six classroom scenarios to illustrate how the communicative behaviors of undergraduates may be interpreted by the ITA. Vom Saal suggests that undergraduates can improve their inter-cultural skills by adjusting to the ITA's non-verbal behavior, paraphrasing in class what the ITA has said to test for comprehension and discussing language problems with the ITA. (17 refs).

Commentary: Vom Saal's essay which focuses on the interactional role of the undergraduate provides an overview of this topic. The inclusion of discourse ordering makes this paper relevant also to investigators of communicative behaviors of ITAs. (6 cits) (SLB).

Williams, J.; Barnes, G.; Gerard Finger, A.; Ruffin, P. Training FTAs: Report of a Needs Analysis. Presented at TESOL '87; April 24, 1987; Miami Beach, Florida. 22 pgs. ED 289 436.

This paper presents the results of a needs analysis of FTAs at Drexel University and the University of Pennsylvania, Philadelphia. Attention was focused on the duties and performance of native-speaker TAs, the linguistic and interactional skills that account for success, and problems that negatively affect FTA performance. Questionnaires were completed by FTAs and native-speaker TAs in science and engineering departments, as well as by department heads and faculty involved in TA supervision. Observations were made in classes, laboratories, and office-hour sessions in a variety of departments. Written material that had been graded or created by TAs was also evaluated. Findings include: TA duties varied widely by department; TAs, particularly FTAs, were not selected as classroom teachers very often in their first year; frequently TAs were lab instructors and graders; some main problem areas for FTAs were English pronunciation, stress timing and intonation patterns. Consideration is also given to discourse strategies, non-linguistic strategies, classroom interaction, and cultural issues. (11 refs) (ERIC abstract, modified by SH).

Commentary: A significant feature of this interesting paper is its use of a Munby-type needs analysis originally developed for ESP contexts. Among the findings of note are: i) in the sciences TAs rarely present new information to the class except when demonstrating lab equipment and procedures; ii) TAs rarely write extensive comments on students' work; and iii) a capacity to paraphrase appears (yet again) a key communicative ability. (1 cit) (JMS).

Yule, George. Interactive Conflict Resolution in English. Presented at TESOL '90; March 1990; San Francisco, California. 27 pgs.

In this study involving international graduate assistants in an American university, some members of the outer circle of English users (students from India) were paired with members of the expanding circle (students from China and Korea) to perform a special type of interactive communication task. The task required a "sender" to describe a delivery route to a "receiver" on similar, but slightly different, maps. Under the first condition, the more fluent outer circle members were in the dominant sender role, giving directions to a member of the expanding circle and, in the second condition, the roles were reversed. Evidence from the tape-recorded interactions is presented to illustrate not only how referential conflicts arose in these interactions, but also how they were resolved. The strategies adopted for resolving the conflicts in the first condition are shown to be much less effective in terms of successful communication than the type of negotiated, cooperative strategies found in the second condition. It is argued that, if we wish to create task-related pairings which will give most benefit in the development of communication skills, then the more fluent or more proficient member is paradoxically, best placed in the subordinate role. (AA).

Commentary: This striking paper utilizes Gill Brown's well-known work on interactive communication tasks. Unexpectedly and even dramatically, Yule assembles considerable evidence to show that "when the interactive roles are such that the less fluent member of the dyad holds the dominant (information transfer) position, thus the burden of communication is shared more effectively" (p.23). The fact that NNS fluency does not apparently correlate with sensitivity to the listener is clearly of interest to ITA course designers, but Yule does not indicate in this paper how his important findings might be applied (JMS).

Yule, George; Hoffman, Paul. Predicting Success for International Teaching Assistants in an American University. Presented at TESOL '90; March 1990; San Francisco, California. 33 pgs.To appear in TESOL Quarterly (June, 1990).

In this analysis of the performance of a total of 233 international graduate assistants during a 2 year period, an attempt was made to predict eventual positive or negative recommendations (to be assigned teaching duties) via TOEFL and GRE scores submitted at the time of application. Students who received negative recommendations were found, on average, to have significantly lower TOEFL and GRE verbal scores than those receiving positive recommendations. The percentage of each recommendation group scoring at or above a series of TOEFL cutoff levels was established and used to calculate the ratio of risk (funding students who will receive a negative recommendation) to reward (funding students who will receive a positive recommendation). The relationship of recommendation type to subsequent GPA showed a significant difference in favor of the positive group during the first year of graduate study, but not thereafter. Implications for decision making and the advising of other academic departments regarding the awarding of teaching assistantships to international students are explored. (20 refs) (AA).

Commentary: This paper offers some empirical evidence about which incoming international students will most likely be evaluated as adequate to assume TA responsibilities. It is relevant to admissions personnel as well as ITA program personnel. (SLB).

AD. Testing

Abraham, Roberta G.; Plakans, Barbara S. Evaluating a Screening/Training Program for NNS Teaching Assistants. TESOL Quarterly; 1988; 22: 505-08.

This research note evaluates the use of a combined SPEAK plus in-house TEACH assessment of potential ITAs at Iowa State University. There were two research questions. Is the combined test a good predictor of acceptable classroom performance, as judged by faculty supervisors and student evaluation forms? Secondly, were there background characteristics of the testees related to success on SPEAK/TEACH? Results showed that departments received very few complaints about the speaking ability of those who had passed the screening. The investigators also found that while NNS TAs consistently received lower responses than those for NS TAs, in general, the mean responses were above the "average" cutoff. In response to the second question that neither length or time in an English-speaking country nor TOEFL scores were good predictors of success, the best indicator turned out to be examinees' self-rating of speaking proficiency. (3 refs).

Commentary: The authors provide a careful and useful evaluation of a combined testing instrument, although the relationships among "acceptable," "average" and "cutoff" in the analysis of student evaluations are not entirely clear. (2 cits) (JMS).

Bailey, Kathleen M. If I Had Known Then What I Know Now: Performance Testing of Foreign Teaching Assistants. In Hauptman, P.; Le Blanc, R.; Wesche, M. B., eds. Second Language Performance Testing. Ottawa: University of Ottawa Press; 1985: 153-180.

In this paper Bailey critically examines the oral test for foreign TAs that she helped develop five years earlier at UCLA and she suggests possible improvements to that test. After describing the stimulus material, the task which demands a response from the examinee, and the criteria for scoring an examinee's performance, Bailey reviews experimental classroom research on the test. In spite of the observed reliability of the test instrument, Bailey notes that variables other than purely linguistic ones emerged as relevant in how students rated their TAs. Changes recommended in the performance test included changes in participants, setting and task to make it closer to the reality of a college classroom. Alternatives such as a multi-choice test of sociolinguistic competence and the use of TSE for preliminary screening are discussed. (45 refs).

Commentary: Bailey provides an excellent critique of test procedure and offers recommendations which incorporate discourse analysis and socio-linguistic considerations. (2 cits) (SLB).

Barrett, Ralph Pat. The SPEAK Test: Some Comments by a Former User. NAFSA Newsletter; June 1987: 20-21.

Barrett argues that despite its widespread availability and ease of administration, the SPEAK test is an unfair evaluator of ITA speaking ability. The article first outlines the format and scoring criteria of the 7 test sections of SPEAK. Barrett then criticizes SPEAK for failing to limit its evaluation to speaking ability, placing unnatural time limits on test takers' responses, unfairly requiring tasks with which native speakers themselves have difficulty and lack of parallelism in various forms. The article suggests that a structured oral interview would be a more adequate means for determining ITA speaking proficiency. (no refs).

Commentary: This brief review addresses problems with a test which is used at many universities for assessing ITAs' oral English abilities. Those first becoming involved with ITA programs might find this succinct appraisal useful. (4 cits) (SLB).

Bier, Richard R.; Friedman, Charles B. Certifying the English Proficiency of Foreign Teaching Assistants: The Problem and the Process. Presented at the Second Annual Midwest Regional TESOL Conference; April 3, 1982; Indianapolis, Indiana. 15 pgs.

In this paper, Bier and Friedman describe the development of the language testing program of ITAs by Indiana University, Bloomington, Center for English Language Training (CELT). The authors open with a discussion of the reasons for the large number of ITAs in certain departments at IU and the campus events which led educational committees to approach CELT about implementing a language testing program for ITAs. The staff at CELT considered the TOEFL test an inadequate determiner of the kinds of proficiency needed by the ITA in a classroom teaching setting and developed an alternative test, which included an essay diagnostic, a listening comprehension test and an oral interview. The authors report that of the 169 students tested, 42 have not been certified. (2 refs).

Commentary: The campus events leading to a certification procedure which are described in this paper are probably similar to those which have occurred at other universities. One unique aspect, however, of the screening procedure developed at Indiana is the intentional exclusion of a teaching simulation as part of the certification process. (SLB).

Braswell, Jo-Len; Green, Gregory. Foreign Teaching Assistants: Which Speaking Test to Administer? Presented at TESOL '87; Miami, Florida. 14 pgs.

This paper discusses the adequacy of the SPEAK test as a measure of ITA communicative competence. The authors open with a discussion of the inadequacies of the SPEAK test, including its inability to measure non-verbal communicative skills and its limited 0-3 rating system. The authors also criticize the use of ESL teachers as raters of SPEAK, since this group they say is biased in its understanding of foreigner speech. The paper then describes a study at Wayne State University comparing ITA scores on SPEAK with their scores on short videotaped teaching presentations. The raters consisted of 5 ESL instructors and 5 American undergraduates. The authors predicted that the ESL instructors would give higher ratings than undergraduates on both tests, and that both groups would give higher ratings on the video test than the SPEAK test, since the video test allowed raters to observe non-verbal behaviors. However, the results showed a high correspondence between trained and untrained raters' scores, and also revealed that in both of the groups, the video test ratings were not significantly higher than the SPEAK scores. The authors conclude by recommending SPEAK as an adequate ITA screening device, but caution that it is limited in the kinds of proficiency it can measure. (no refs).

Commentary: The lively style of this paper offers a change of pace from traditional academic prose style. But Braswell and Green's attempt to compare video versus audio evaluations, however well-intentioned, deserves scrutiny. The conclusions they draw from their findings can be questioned from the evidence presented. The reader was left with the impression that the audio evaluations may have overestimated the communicative abilities of at least three of their ten subjects, but standard statistical measures were not used in this study. (SLB).

Briggs, Sarah L. Report on FTA Evaluations, 1985-86. Internal Report. Ann Arbor: ELI Testing Division, The University of Michigan; 1986. 14 pgs.

This report describes the evolution of the University of Michigan's screening procedure into a 4-component test (oral interview, short lesson, classroom management role-play and a pre-videotaped question-handling task). The rating scheme is then described, which is then followed by a detailed analysis of the results of 71 students evaluated in Fall, 1985. The report ends with a section entitled "On-going concerns and future developments." (6 refs).

Commentary: The report is useful in that it describes in detail a performance-type evaluation developed as an alternative to SPEAK. One significant feature of the University of Michigan procedure is the inclusion of a departmental representative as a member of the evaluation team. (3 cits) (JMS).

Byrd, Patricia. Being Seduced by Face Validity: Linguistic and Administrative Issues in Videotaped Teaching Simulation Testing. In Chism, Nancy Van Note, and Warner, Susan B., eds. Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants: Readings from a National Conference. Columbus, Ohio: Center for Teaching Excellence, Ohio State University; 1987: 355-357.

Byrd argues that despite its many advantages, videotaped teaching simulation is too costly and time-consuming to be used as a language screening device for all prospective ITAs. She begins by discussing some of the issues involved in designing a videotaped screening test, paying special attention to the problem of acquiring funding for such an instrument. Byrd highlights the fact that each 15 minute teaching simulation involves up to four to five hours of faculty and staff time, an expense which is in addition to the cost of materials and equipment required for such a test. The paper suggests that requiring a simulation exam for all potential ITAs is a waste of time and funding. Byrd proposes that a short interview test be given to screen out those ITAs whose English proficiency is too low to be considered for a teaching assignment, thus leaving the teaching simulation to screen the remaining ITAs for their pedagogical skills. (3 refs).

Commentary: Byrd's argument that prospective TAs who have great difficulty expressing themselves should not be given a more elaborate video-taped teaching simulation test makes sense. There may, however, be some ethical, legal, linguistic and political considerations for using the same screening procedure for all. For ethical and legal reasons all prospective TAs should perhaps be given equal opportunity to demonstrate their abilities; linguistic evidence suggests that some students appear more competent and confident talking about their own field of study; and for political reasons there are immediate and long-term advantages of screening procedures which involve department faculty and undergraduates. (4 cits) (SLB).

Carrell, Patricia; Sarwark, Susanne; Plakans, Barbara. Innovative ITA Screening Techniques. In Chism, Nancy Van Note and Warner, Susan B., eds. Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants: Readings from a National Conference. Columbus, Ohio: Center for Teaching Excellence, Ohio State University; 1987: 351-354.

These three authors compare the screening tests used at their universities for measuring the oral proficiency of potential ITAs before they are given teaching assignments. Carrell describes the 30 minute oral interview test used at Southern Illinois University in which potential ITAs are interviewed by an ESL faculty and a representative from the ITA's department about his or her general background, reasons for being at the university, and future academic plans. The students are also asked to explain some topic relevant to their field, and are rated according to their listening comprehension, pronunciation and fluency. Sarwark and Plakans then outline a mock teaching test and the TEACH (Taped Evaluation of Assistants Classroom Handling), used at Ohio State and Iowa State Universities, respectively. At both universities, potential ITAs give a 10 minute lesson before a panel of raters who act as students during the role-play. The ITAs are judged according to their spoken English, interaction with the class, and teaching skill. At Iowa State, undergraduate and graduate students are also included on the panel of raters. (no refs).

Commentary: Because of the structure of American higher education with autonomy of each institution, procedures used to screen ITAs vary. This short paper provides an introduction to some of the screening measures used at three different universities. (3 cits) (SLB).

Clark, John L.D.; Swinton, , S. Spenser. The Test of Spoken English as a Measure of Communicative Ability in English-Medium Instructional Settings. TOEFL Research Report 7. Educational Testing Service, Princeton, New Jersey; 1980. 66 pgs.

This report describes a study aimed at (1) validation analysis of the Test of Spoken English (TSE) using the Foreign Service Institute (FSI) interview as a criterion; and (2) the collection of actual performance data on ITAs in instructional settings and relating it to the TSE and FSI. The first part of the report examines results of the concurrent validation study of the TSE and FSI tests. Both tests were given to 130 ITAs at nine universities. Relatively high (.77 to .85) inter-rater reliability scores were shown for the TSE scores. The TSE scores showed a greater degree of discriminate validity. For the other phase of the study, FSI and TSE scores of 60 ITAs were examined in relation to student ratings of the ITA instructors. A multiple regression analysis was done which revealed the FSI to be a slightly higher predictor of communicative ability than the TSE, but it was concluded that both the TSE and FSI are more effective predictors of student ratings of an ITA's speaking proficiency than biographical data about the nature and amount of prior English study. The results also showed that the FSI and TSE were less predictive of general aspects of teaching performance. Appendices include FSI level descriptions, the Student Instructional Report (SIR) and Supplementary Questions, a questionnaire for participants, instructions to students for the SIR, sample completed SIRs, and correlation results. (8 refs).

Commentary: This report is comprehensive and detailed and could be useful to those working in institutions which require the TSE or SPEAK. The report is thorough in reporting the collection of the data, the correlation results, and the results of the multiple regression analysis. However, it does not include any specifics on the ITAs nor does it provide descriptive statistics on the variables explored. Thousands of students now take the TSE (and it's retired version--the SPEAK) each year and test validation should be of concern to institutions which rely on the scores. If, understandably, TSE scores do not predict teaching effectiveness, over-reliance on such scores may cause problems. The complaints of students about the effectiveness of their ITA instructors may be related to factors other than the ITAs comprehensibility. (6 cits) (SLB).

Costantino, Magdalena. Performance of International Students on the SPEAK Test: Research Report. Presented at Symposium on the Training of International Teaching Assistants; April, 1988; University of Pennsylvania, Philadelphia. 29 pgs.

This paper reports on a study of the teaching preparedness of potential ITAs at Pennsylvania State University. The author describes the methodology of the study which analyzed the SPEAK test scores of students from 65 countries and 75 departments. The training needs of these students, as determined by their SPEAK scores, were divided into four categories: pre-TA training, lower level training, advanced level training, and no training. The study revealed that an equal percentage of testees (31.5%) were placed in the pre-TA training and no training categories. Also, the lowest mean comprehensibility scores were demonstrated by students from Korea, Taiwan and China, three of the largest foreign nationality groups at Penn State. Costantino also reports that the lowest mean scores were found in the departments with the highest concentration of ITAs: electrical engineering, computer science, and mechanical engineering. The author closes with a consideration of the training time needed by students from certain countries and academic departments to develop the skills required by their TA duties. (14 refs).

Commentary: Costantino provides (as described in the abstract) a detailed statistical analysis of 695 SPEAK test-takers being considered for TA-ships. As the author suggests, the results can be used to demonstrate the need for extensive (and expensive) ITA training programs in major US research universities. However, this paper remains a technical report in the sense that it does not question the validity of SPEAK scores as means of determining placement, progress, or fitness for teaching assignments. (1 cit) (JMS).

Eck, John S. Screening International TAs for Oral English Proficiency. In Chism, Nancy Van Note and Warner, Susan B. eds. Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants: Readings from a National Conference: Readings from a National Conference. Columbus, Ohio: Center for Teaching Excellence, Ohio State University; 1987: 348-350.

In this paper, Eck describes the language screening process for new ITAs at the University of Toledo Graduate School. The screening requires ITAs to give a short presentation on a topic in their teaching field before a committee consisting of two undergraduates, a faculty member from the ITA's department, a TESL instructor, an ITA with prior teaching experience, and a representative from the Graduate School. Eck provides an example of the committee's rating sheet which evaluates the ITA in the areas of verbal and non-verbal communication and auxiliary teaching skills. At the end of the screening process, ITAs are judged to either need further training before they can assume teaching duties, further training concurrent with their teaching assignment, or no further training. The paper closes with some of the positive comments from undergraduates and faculty members about the effectiveness of this language screening process; it notes also that the committee found no correlation between the ITAs' TOEFL test scores and their oral competence. (no refs).

Commentary: One interesting aspect of this short paper is the attention given to arranging as non threatening an atmosphere as possible for the language screening process, even if this desideratum does not always seem to match perfectly with institutional requirements. (1 cit) (JMS).

Hinofotis, Frances B.; Bailey, Kathleen M.; Stern, Susan L. Assessing the Oral Proficiency of Prospective Foreign Teaching Assistants: Instrument Development. In Palmer, Adrian S.; Groot, Peter J. M.; Trosper, George H., eds. The Construct Validation of Tests of Communicative Competence. Washington D.C.: TESOL; 1981: 106-126.

This paper reports on the pilot stage in the development of an instrument to be used in assessing the language proficiency of prospective ITAs at UCLA. A panel of 9 raters used the instrument to evaluate videotapes of 10 students performing a role-play task. Regression analyses were run on the data in an attempt to determine which of the categories of the instrument best predict the overall scores assigned by the raters. In addition to evaluating the subjects on the basis of both global ratings and a series of performance categories, the raters were asked to indicate whether each subject's English was good enough for him to be a TA. On the basis of this study, substantive changes have been effected in the instrument. For example, problematic category descriptors such as "enthusiasm" were reworded to be appropriate for a wider number of disciplines, and the overall rating system was changed to include questions on the TA's readiness to assume specific duties: lecturing, leading a discussion section, or conducting a lab section. The appendices include instructions to subjects, descriptors and rating instrument, and revised descriptors and rating instrument. (5 refs) (AA, revised by SH).

Commentary: The report of the procedure used to develop the rating instrument is thorough and complete. It provides relevant background to a later paper by Bailey (1985) on performance testing of ITAs. (2 cits) (SLB).

Mellor, Jeff. Standard Oral Proficiency Tests for International Graduate Teaching Assistants. In Chism, Nancy Van Note, and Warner, Susan B. eds. Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants: Readings from a National Conference. Columbus, Ohio: Center for Teaching Excellence, Ohio State University; 1987: 334-347.

In this paper, Mellor describes the use and format of two language screening instruments: the FSI oral proficiency interview and the Educational Testing Service's (ETS) TSE/SPEAK tests. The author begins by describing some of the traditional uses of the FSI interview for screening foreign language fluency and functional ability. The eight levels of language proficiency measured by the FSI test are then presented along with a description of the four phases of the test: warm-up, level check, probing and wind-down. Mellor then discusses how the expense of the large number of staff required for the FSI interview led the ETS to develop the TSE test which although parallel in structure to the FSI interview, is administered through audio-tape, an uncomfortable fact for many test-takers. The SPEAK test is simply retired forms of the TSE test which can be administered locally by an institution. Mellor argues that the TSE/SPEAK tests effectively measure the pronunciation and presentational skills needed by ITAs in the classroom. The paper closes with a brief discussion of the administrative decisions made to implement a testing program for ITAs at a university. (4 refs).

Commentary: Mellor provides comprehensive background information about the FSI oral interview and rating scale and links that explanation well to the SPEAK/TSE. The paper would be quite useful to those who have a need to be better informed about oral test procedures. (1 cit) (SLB).

Plakans, Barbara. Teaching Simulations for ITA Testing. Presented at the Second National Conference on the Training and Employment of Teaching Assistants; November, 1989; University of Washington, Seattle. 10 pgs.

This paper considers the use of teaching simulations for screening ITAs. Plakans presents Iowa State University's TEACH test as one model of a teaching simulation test. In this test, prospective ITAs give a 10 minute videotaped presentation on a topic in their teaching area, which is evaluated on a 0-3 scale in the areas of overall language comprehensibility, cultural ability, communication skills and interaction with students. The audience includes 2-3 trained raters and three undergraduates who present the ITA with questions about the presentation. Plakans argues that unlike SPEAK, teaching simulations can measure ITA listening comprehension, ability to answer questions, and "presence" in the classroom. Moreover, rating can be done simultaneously with testing, allowing ITAs to be placed rapidly. However, Plakans asserts that such simulations are expensive and time-consuming to administer, and that the non-standardized nature of these tests prevents a comparison of scores across institutions. The paper includes a sample of the TEACH rating sheet. (9 refs).

Commentary: The main elements of a simulation test are described with the TEACH test procedure described in detail. The paper might be useful for those involved in ITA screening as well as those involved in ITA training since the rationale for the TEACH are explicated. The rating instrument for the TEACH is given, but the rationale for the assessment criteria is not documented. (SLB).

Plakans, Barbara S.; Abraham, Roberta G. The Testing and Evaluation of International Teaching Assistants. In Douglas, D., ed. English Language Testing in U.S. Colleges and Universities. Washington D.C.: National Association for Foreign Student Affairs; 1990: 68-81.

This paper assesses the effectiveness of various language tests for screening ITAs. Plakans and Abraham begin by comparing the TOEFL and TSE tests, noting two studies (Clark and Swinton, 1979, 1980) which suggest that TSE is a better indicator than TOEFL of ITA speaking and interactive skills. The authors then consider the use of the SPEAK test, a retired form of TSE, which can be administered locally by a university but at the institution's expense. The ILR/ACTFL interview is argued to be a more comfortable test for examinees than TSE/SPEAK, as it is conducted face-to-face with an interviewer instead of just a tape recorder. However, the extensive training required for rater certification often makes it impractical for universities to administer this test. Finally, the authors describe the use of performance tests as ITA screening devices. These tests, which involve some form of a teaching, question-handling, or office hour simulation, are suggested to provide a more direct assessment of communicative skills needed by ITAs, but are often costly to administer. (21 refs).

Commentary: This article provides a clear overview of methods used to screen ITAs. The advantages and disadvantages of each procedure are given and helpful guidelines are offered to those involved in setting up a screening program or assessing a current program. The earlier Clark and Swinton (1979) report mentioned in the abstract is Toefl Report 4 about the development of the TSE; Toefl Report 7 (1980) about validation of the TSE and ITAs is included in this bibliography.(SLB).

Smith, Jan. Topic and Variation in ITA Oral Proficiency: SPEAK and Field-Specific Tests. English for Specific Purposes; 1989; 8(2): 155-167.

Smith examines the role of speaker topic in measuring second language oral proficiency, linking the study of variation in second language acquisition with the field of second language oral proficiency testing. The paper investigates the use of general topic tests to measure the ability of international teaching assistants (ITAs) at U.S. universities to perform in university level field-specific classrooms. A total of 38 incoming ITAs from the departments of mathematics, chemistry, and physics took the SPEAK test and specially designed field-specific SPEAK tests after attending a three-week pre-academic ITA training session at the University of Minnesota. The field-specific SPEAK tests created by the researcher changed only the topic of each section, leaving the task and the instructions as close to the original as possible. Results indicate that the ITAs as a group did not differ significantly in performance across the two tests but that pass or fail recommendations for eight of the 38 subjects would depend upon whether the field-specific or general topic test was used. (27 refs) (AA).

Commentary: Smith's paper is one of several that evaluate SPEAK as a means of predicting ITA oral proficiency in the classroom. This comprehensive examination of one variable (field-specificity) produced interesting but uncertain results. Smith notes that she is planning to investigate whether the variables under- and over-achievement on field-specific text elements can be related to other factors such as length of stay in the U.S. The paper offers one useful model of an experimental research design in the area of ITA testing. (2 cits) (JMS).

Stansfield, Charles W.; Ballard, Rodney J. Two Instruments for Assessing the Oral English Proficiency of Foreign Teaching Assistants. In Bailey, Kathleen M.; Pialorsi, Frank; Zukowski/Faust, Jean, eds. Foreign Teaching Assistants in U.S. Universities. Washington, D.C.: National Association for Foreign Student Affairs; 1984: 101-109.

This paper discusses the format, use and reliability of the TEST of Spoken English (TSE) and the Speaking Proficiency English Assessment (SPEAK). Stansfield and Ballard begin by describing the different sections of the TSE test, where and when it is administered, and the scoring procedures of the Educational Testing Service. They then discuss how SPEAK, the ETS' retired TSE forms, can be used locally by universities to screen potential ITAs after they arrive on campus. The authors close by reviewing the reliability and validity of these tests, based on the Clark and Swinton study (1980), and advise academic departments and institutions to establish their own criterion levels on TSE or SPEAK and to conduct follow-up validity studies. (no refs).

Commentary: A straight-forward and relatively brief overview of the TSE and SPEAK tests, offered from the perspective of the testing organization which produces these tests. (6 cits) (SLB).

Turner, Jean; Goodwin, Janet; Gallego, Juan-Carlos. Placement Testing for International TA Training Programs: Who Needs What? Presented at Symposium on the Training of International Teaching Assistants; April, 1988; University of Pennsylvania, Philadelphia. 15 pgs.

The authors discuss the use of an Oral Proficiency Test (OPT) at UCLA to assess an ITA's readiness to assume teaching duties and to place ITAs in appropriate ESL courses. The authors open with a description of three ESL courses, two in oral communication and one in phonetics, aimed at improving the linguistic skills of potential ITAs. The paper then outlines the seven sections of the OPT (available in four discipline-specific forms) which include such tasks as reading aloud, short presentations, explanation of a chart, and an office hour simulation. During the test, examinees direct their performances to an undergraduate in the audience. The authors close with presenting the evaluation scale used for each section of the test as well as the criteria for making specific course recommendations for test-takers. (7 refs).

Commentary: One of the unique aspects of this test is that this test procedure uses discipline specific forms although the specific nature of the content of the forms is not included in the report. Another aspect of these developments that is revealed in this report is the interesting lack of reference to or explicit links with the test procedure and rating instrument developed at UCLA and reported on extensively by Hinofotis and Bailey. The authors do report, however, that there is considerable resistance to screening ITAs from some segments of the university community. (1 cit) (SLB).

Yule, George; Hoffman, Paul. Involving American Undergraduates in a Program for International Teaching Assistants: An Exercise in Applied Undergraduate Linguistics. Presented at TESOL '90; March 1990; San Francisco, California. 18 pgs.

In this paper, Yule and Hoffman discuss the use of undergraduates as evaluators in the screening of ITAs at Louisiana State University. The authors report that undergraduates were incorporated into ITA screening in order to share in the sometimes difficult responsibility of making decisions regarding an ITA's readiness to assume teaching duties. Students enrolled in an introductory linguistics course were given an evaluation sheet which asked them to rate ITAs in seven areas of oral presentation and to make a general recommendation on the ITA's acceptability as an instructor. The paper reports a high level of consistency among the undergraduates' and ESL instructors' ratings as well as a significant correlation of ratings with ITA TOEFL scores. The authors note that besides providing ESL teachers with a validation of their decisions, the undergraduate evaluations proved to be one of the most helpful sources of feedback for ITAs in their training. (14 refs).

Commentary: Yule and Hoffman offer a creative yet well-grounded approach in the use of undergraduates in ITA screening. Their approach requires systematic cooperation of instructors in a linguistics course and instructors in an ITA training course in a unique symbiotic relationship which serves both their students well. (SLB).

AE. Training

Aldridge, Charlotte Groff; Palmer, Leslie A.; Lanier, Lois Kleinhenn. The Evaluation and Training Program for FTAs at the University of Maryland. Presented at Symposium on the Training of International Teaching Assistants; April, 1988; University of Pennsylvania, Philadelphia. 4 pgs.

This paper describes the screening and training of ITAs at the University of Maryland, College Park. The authors outline the university ITA policy, in effect since Fall 1984, which requires that all new ITAs participate in a pre-term, week-long evaluation program. The evaluation procedure involves two micro-teaching exercises, the first of which is videotaped and reviewed for areas of weakness, and the second of which is used as a final screening device of ITA communicative abilities. Screening is also based on a formal interview, a listening dictation test, an English battery, and a writing sample. The authors then describe two training courses offered by the Maryland English Institute prescribed for students judged to have deficient language skills. One course concentrates on pronunciation and suprasegmental problems, and involves audio and videotaped activities to provide students with feedback. The other course, for students with more serious language problems, focuses on improving the listening, speaking and cross-cultural skills needed in the classroom, through such activities as observing other TAs, meeting with undergraduates, and learning about the U.S. educational system. (no refs).

Commentary: For readers already familiar with some of the ITA literature, the main interest in this short paper is likely to lie in its detailed description of the administrative arrangements for the handling of ITA evaluation and training. (JMS).

Anderson-Hsieh, Janet. Teaching Suprasegmentals to International Teaching Assistants. English for Specific Purposes; 1990; 9:3. Forthcoming.

This article describes an approach to teaching pronunciation in an era when the teaching of pronunciation has been somewhat neglected. The target group consists of a number of Chinese and Korean chemistry teaching assistants at a large North American University. The article reviews the literature on ITA training and pronunciation teaching, and provides a rationale for cognitively-based, field-specific materials focusing on stress, rhythm, and intonation. The rationale for the materials is based on the students' pronunciation needs and intelligibility considerations. The materials are described and examples of exercises are presented. The materials are then evaluated and their merits discussed. (44 refs) (AA).

Commentary: This article is a very timely one since little serious attention has been given in the ITA literature to the problems of teaching pronunciation, particularly suprasegmentals. The article presents a practicable method of encouraging and motivating ITAs to develop pronunciation skills via the use of field-specific materials. These methods have a solid grounding in theory and are illustrated with several examples. The latter comprise a substantial portion of the paper, and are sufficient in detail to provide the reader with a clear picture of the kinds of exercises the author is suggesting. (LAB).

Ard, Josh. Grounding an ITA Curriculum: Theoretical and Practical Concerns. English for Specific Purposes; 1989; 8(2):125-138.

The author argues that the design and implementation of successful ITA curriculum require careful attention to both theoretical and practical questions. From the theoretical perspective, it is - ideally at least - necessary to determine what particular skills successful ITAs require, what skills good teachers in general utilize, and how competence in these skills can be attained. The author then discusses these theoretical issues in terms of his own experience and in terms of a survey of the literature, particularly as it pertains to classroom discourse. From the practical perspective, the author stresses the need to take marketing considerations into account, and goes on to compare a production orientation, a sales orientation, a customer orientation, and an integrated orientation to ITA design and implementation. In closing, it is argued that the theoretical and practical questions are not in fact separate and sequential, but rather must be intertwined throughout. (23 refs).

Commentary: The author opens this thought-provoking article with the claim that its tone is "unabashedly idealistic". Although this is true for the theoretical discussion, it does allow the author to bring a wider perspective to classroom teaching than usually found in the ITA literature. One striking example (of several) is the discussion (p.128) of types of power in the classroom. The more practically-oriented second half is less obviously idealistic. The narrative of ITA course development is perhaps not itself new, but its association with the development of twentieth century marketing strategies provides an instructive metaphorical extension to that narrative. (3 cits) (JMS).

Axelson, Elizabeth; Madden, Carolyn. Video-Based Materials for Communicative ITA Training. IDEAL (forthcoming); 1990. 11 pgs.

Axelson and Madden describe how video may be used interactively in ITA training courses. The authors begin by considering some of the issues involved in designing video-based tasks, such as determining the discourse features to be incorporated as well as designing the format of the tasks themselves. Tasks involving small-group activities and inviting unlimited response possibilities are argued to be most effective in engaging ITA trainees in meaningful negotiations and discussion. Axelson and Madden outline several tasks based on a video and a transcript of a highly rated math ITA. The tasks ask the trainees to observe how the ITA handles such things as the teacher-student relationship, verbal and non-verbal behavior, correcting her own mistakes, and linking old and new information. The authors report that discussions following the tasks generate rich interactions among the trainees and sensitize them to the variety of possibilities of handling different classroom situations. (11 refs).

Commentary: The strengths of this paper lie in the authors' conceptualization of task design and in the display of subtle and imaginative teaching activities. Important points related to task design are: 1) the need to identify discourse features that are both salient in videotapes (of authentic ITA teaching) and also conducive to the development of interactive tasks; and 2) the value of having tasks "in which trainees' manipulation and contribution to the input were essential and where there were opportunities to discover new language in the context of both the authentic discourse of the video and the negotiated discourses of the activity." Tasks are then illustrated on the topics (communicative components in the classroom; the use of stress; teacher mistakes; linking old and new material). Several of these require interactive exchange as individual instructions may differ. Evaluation is anecdotal. Overall, a valuable ITA methodology paper. (JMS).

Bailey, Kathleen M.; Hinofotis, Frances B. A One-day Workshop in Oral Communication Skills. In Bailey, Kathleen M.; Pialorsi, Frank; Zukowski/Faust, Jean, eds. Foreign Teaching Assistants in U.S. Universities. Washington, D.C.: National Association for Foreign Student Affairs; 1984: 51-58.

This paper describes a one-day oral communication workshop for international visiting scholars at UCLA, the activities of which could also be used in a brief orientation program for ITAs. Bailey and Hinofotis outline the schedule of the workshop which began by asking the twelve scholars to fill out an information sheet and describe their strengths and weaknesses in English. The rest of the day's activities included peer introductions, model instructor presentations, and extemporaneous speeches given by the scholar on some concept from his/her field. End-of-the-day evaluations revealed that the scholars found the videotaping, peer introductions, and practice in answering audience questions to be some of the most useful activities, while listening to their colleagues speeches was perceived as less useful. The authors close by suggesting that future workshops of this type limit student enrollment to eight-ten participants in order to allow for a wider variety of activities. The appendices include a sample student information sheet as well as topics for student speeches. (no refs).

Commentary: The authors observe that a one day workshop of this nature can only raise TAs' awareness and workshop leaders' awareness of the oral abilities of the participants. The paper does, however, give some specifics about how activities can be structured and scheduled which might be useful to ITA trainers. It is also encouraging to note that most universities with a serious commitment to ITA screening and training have seen that a quick-fix approach is ineffective and have developed more extensive service programs for ITAs than the one-day workshop approach. (2 cits) (SLB).

Bernhardt, Elizabeth. Training Foreign Teaching Assistants: Cultural Differences. College Teaching; 1987; 35(2): 67-69.

In this article, Bernhardt considers the need for cross-cultural instruction in ITA training programs. She argues that in order to decrease cultural conflict in the classroom, ITAs need to be educated about the U.S. educational system and the behavioral norms of American classrooms. Effective training would include instruction on the philosophy and history of different institutions, as well as information about the socio-economic and ethnic background of the undergraduates. Training in classroom behavior might involve such activities as viewing videotapes of typical American classrooms, comparing American student behaviors to those found in the ITA's home country, and using "teacher-tale" anecdotes to illustrate inappropriate classroom management. (7 refs).

Commentary: Bernhardt cites research in Alaska which examined characteristics of minority culture teachers who were effective as evidence that foreign teaching assistants be given specific cross-cultural training. Anecdotal reports about the cultural problems encountered by some foreign teaching assistants are reviewed. The suggestions of how to promote better understanding of American institutions and classrooms are clear and practical, but the effectiveness of the activities appears yet undetermined. (1 cit) (SLB).

Boyd, Frances A. Developing Presentation Skills: A Perspective Derived from Professional Education. English for Specific Purposes; 1989; 8(2): 195-203.

The author opens by noting that the curriculum of programs of instruction for international teaching assistants (ITAs) commonly covers three areas: language, culture, and teaching, and then states that this paper focuses on teaching. She describes a program at Columbia University which uses a variety of classroom materials to train ITAs in practical, readily transferable teaching skills. Even more important, the courses are designed to help ITAs develop a professional self-image in their field of expertise, while fostering a deeper understanding of the American educational system and their role in it. This paper attempts to place ITA courses within the context of professional education. It then goes on to explore the implications of this perspective for the curriculum of such courses, particularly in the area of teaching. Finally, the paper offers a sample of curriculum materials written from a professional education perspective which includes components such as focusing in, explaining, performing, and keeping an audio journal. These materials are intended to develop teaching or "presentation" skills, as well as professional attitudes and values. (10 refs) (AA, modified by JMS).

Commentary: This is a straightforward descriptive paper outlining a training program. One of its interesting features is the use of a professional educational perspective which, the author claims, may overcome student resistance to ITA courses. As she observes "rather than be seen as punishment for inadequate English, the course can be viewed as an educational opportunity with long-range personal and professional advantages" (p. 202). (3 cits) (JMS).

Brown, James; Chaudron, Craig; Pennington, Martha. Foreign Teaching Assistant Training and Orientation Pilot Project. Internal Report. University of Hawaii at Manoa: English as a Second Language Program; 1989. 8 pgs.

This paper describes the development of an ITA training program at the University of Hawaii at Manoa. The authors begin by discussing how a needs analysis was conducted, involving interviews with 30 ITAs and questionnaires to their students, to assess the training needs of ITAs at the university. The paper then describes the planning of a voluntary 9 day ITA workshop in the summer of 1987, which focussed on three subject areas: oral skills, classroom management, and cultural orientation. Evaluation of the program was based on a pretest-posttest comparison of a short oral presentation, performance reports of ITA participation in the workshop, and questionnaires completed by the ITAs regarding the design and instructional quality of the program. The paper reports that although the instructors were generally pleased with the students' improvement in the workshop, the students expressed a lack of interest in taking a similar course in the future. After two more offerings, the course was cancelled due to low enrollment, which the authors argue was related to the voluntary nature of the training. (11 refs).

Commentary: All phases of a training program are clearly described in this paper. The report provides striking evidence of how lack of serious institutional commitment to improving TA performance can undermine an apparently well designed and professionally conducted ITA training program. (SLB).

Byrd, Patricia; Constantinides, Janet C. FTA Training Programs: Searching for Appropriate Teaching Styles. English for Specific Purposes; 1988; 7(2): 123-129.

Byrd and Constantinides challenge ESL teachers to rethink their methods of preparing foreign graduate students for university teaching roles. The paper opens with a discussion of undergraduate complaints about the ITA and suggests that student resistance to the ITA may be due more to the ITA's teaching style than to his/her language ability. The teaching methods modeled for the ITA in the ESL classroom include emphasis on student centered activities and the teacher's role as a discussion facilitator rather than a communicator of course content. The authors argue that such methods are in conflict with the expectations of academic departments and undergraduates, who expect ITAs to be organized communicators of class material. The authors conclude by challenging ESL teachers to train ITAs in the teaching practices valued by the non-ESL academic world. (14 refs).

Commentary: Byrd and Constantinides' essay addresses a topic of immediate relevance to those charged with ITA training. Their advice to ESL teachers to examine the instructional setting that ITAs work in is sound. However, their characterization of the non-ESL environment ITAs teach in differs substantially from what this reader has observed. (2 cits) (SLB).

Cake, Cathy; Menasche, Lionel. Improving the Communication Skills of Foreign Teaching Assistants. Presented at NAFSA conference; May 1982; University of Washington, Seattle. 16 pgs.

This paper gives a straight forward account of the support program for ITAs at the University of Pittsburgh up to about 1982. It is divided into three sections: interdepartmental procedures i.e. administrative arrangements; the testing procedure (a structured interview, holistically scored); and the objectives of the special speaking class. The paper also includes a number of illustrative appendices. (no refs).

Commentary: The most valuable parts of this paper today may lie in the appendices, particularly those illustrating problem-solving and role-play. (2 cits) (JMS).

Constantinides, Janet C. Designing a Training Program for International Teaching Assistants. Chism, Nancy Van Note and Warner, Susan B., eds. Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants: Readings from a National Conference. Columbus, Ohio: Center for Teaching Excellence, Ohio State University; 1987: 275-283.

This paper considers the decisions regarding length, design and focus that should be made in organizing ITA training programs. Constantinides first gives a typology of training programs based on their length and timing during the school year and outlines the advantages and disadvantages of each type with respect to cost, student motivation, and ability to prepare student for the first day of class. The rest of her discussion is concerned with issues surrounding the design of the program: administrative support, attendance requirement for the course, the student certification procedure, the course syllabus, budget, and staff. Finally, the issue of whether the program focus should be linguistic, pedagogical or cross-cultural is considered. Throughout the paper, Constantinides gives examples of how different design elements have been handled at the University of Wyoming. (2 refs).

Commentary: The author provides a useful review of many of the variables impacting on the appropriate development of ITA programs. She argues against any fixed model. She concludes, "Each institution must determine, based on an objective and complete self-analysis, what kind of program will most effectively meet the needs, both real and perceived, of their institution and its students and, not to be forgotten, the needs of the international teaching assistant" (p.282). (3 cits) (JMS).

Constantinides, Janet C. ITA Training Programs. In Nyquist, Jody D.; Abbott, Robert D.; Wulff, Donald H., eds. Teaching Assistant Training in the 1990s. New Directions for Teaching and Learning. No. 39. San Francisco: Jossey-Bass; 1989: 71-77.

In this short paper, Constantinides discusses various factors involved in the design and staffing of ITA training programs. She begins by outlining the advantages and disadvantages of four types of ITA training programs: orientation, pre-session, concurrent-term, and pre-term. Constantinides argues that while pre-session (1-4 weeks) and pre-term (10-14 weeks) programs are more expensive than orientation programs (1-5 days), they provide the time necessary for ITAs to improve their linguistic, pedagogical and cross-cultural skills before they assume teaching duties. The concurrent-term programs (10-14 weeks) occurring during the first term of the ITA's teaching assignment, are argued to be effective in that they allow trainers to observe the particular communication problems of ITAs in their classrooms. However, such programs begin to address these problems only after teaching duties have begun. Finally, the author considers the skills needed by ITA training staff, including the understanding of the language and behavior appropriate to different disciplines, as well as the ability to contrast the U.S. educational system to systems of other countries. (6 refs).

Commentary: The factors of what kind of training with what kind of staff which Constantinides focuses on are factors both new and established programs need to continually reassess. Also, as we gain more experience with ITA training we may find that the effectiveness of the different types of ITA training programs varies with the background and communicative abilities of the ITAs themselves. (2 cits) (SLB).

Costantino, Magdalena. Inter-cultural Communication for International Teaching Assistants: Observations on Theory, Pedagogy and Research. Chism, Nancy Van Note and Warner, Susan B. eds. Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants: Readings from a National Conference. Columbus, Ohio: Center for Teaching Excellence, Ohio State University; 1987: 290-300.

Costantino discusses the inter-cultural communication module of the ITA training program at Pennsylvania State University. She begins by presenting three theoretical models of communication, highlighting the role of cultural variables in the understanding of messages. Costantino then considers how ITA training programs can improve inter-cultural communication by addressing such issues as ITAs' perceptions of American students and ITAs' awareness of TA rights and responsibilities. The paper describes activities implemented in inter-cultural training courses at Penn State which included lectures and readings on the American educational system, assignments to interview undergraduates, and discussion of classroom administration policies. The author closes with a consideration of the future research which needs to be done on the cognitive styles of different cultures and on the implications this issue has for ITA-taught classrooms and training programs.

Commentary: This paper concentrates on problems arising from differing cross-cultural perceptions. For example, since surveys revealed that ITAs had strongly negative opinions of US undergraduates, the training program stresses helping ITAs to understand the rationale for U-G classroom behaviors. Particularly interesting are the methodologies used to achieve this objective, such as a visit to a day care center to see how early education develops values of independence, self-reliance and positive reinforcement. The paper also offers a useful introduction to aspects of the cross-cultural communication literature. (2 cits) (JMS).

Damarin, Suzanne; West, Gregory. Preparation of Foreign Graduate Students to Teach Mathematics: An Experimental Course. American Mathematical Monthly; 1979; 86(6): 494-497.

This paper describes an experimental 10 week course offered by Ohio State University in the summer of 1977 for training prospective math ITAs. Damarin and West open by describing the first three week component of the course, which focused on familiarizing the ITAs with the Ohio State student and the pre-calculus curriculum, through such activities as reading student articles critical of ITAs, viewing videotapes of math classes, and practicing explaining pre-calculus problem sets. In the next five weeks of the course, the ITAs practiced preparing and giving a mini-course to student volunteers, and in the final two weeks of the program, the ITAs were introduced to the textbook and curriculum of their fall teaching assignment. The authors discuss the participants' final evaluation of the course, noting that at the end of the program, all of the ITAs had advanced at least one placement level on the Ohio State English Placement Test. Moreover, in their self-evaluations, ITAs reported to have improved in 10 out of 12 categories. Course instructors were reported to give their lowest ratings to the ITAs' teaching style, which they argue was due to their lack of clarity and tendency to lecture above the heads of their students. (no refs).

Commentary: It is noteworthy that this early ITA course was initiated by a math department and then funded by a University grant. Because of its perceived success, the course was then scheduled to be repeated the next summer. (SLB).

Davies, Catherine E.; Tyler, Andrea; Koran, John J., Jr. Face to Face with English Speakers: An Advanced Training Class for International Teaching Assistants. English for Specific Purposes; 1989; 8(2): 139-153.

The authors describe the advanced phase of the University of Florida ITA training program, which extends students' linguistic and pedagogical training by concentrating on one-on-one and small group interactions with native speakers. Impetus for the advanced training came from awareness that : (a) one semester was not enough time for many of the students to sufficiently master the requisite linguistic skills for successful teaching; (b) after leaving the course, students often regressed in linguistic skills and evidence indicated that, outside of the classroom, they were essentially existing in a non-English-speaking environment; and (c) successful university teaching involves not only lecturing, but also many crucial one-on-one interactions. The goals of the advanced course are that students expand their linguistic skills, cross-cultural awareness and strategic competence within the university context, and develop a positive attitude towards becoming involved in an English-speaking environment. The methodology develops awareness of where students' individual communication processes are likely to violate native speakers' expectations, and strategies to deal with these problem areas. This is achieved by involving students in frequent one-on-one and small group interactions with native speakers. The interactions are videotaped and subjected to close analysis in order to provide directed feedback. Initially, the conversations are with "sympathetic" (i.e., cross-culturally sophisticated) speakers; however, once the ITAs are trained in self-monitoring, they meet regularly with undergraduates seeking tutoring in the area of the ITA's expertise. (21 refs) (AA).

Commentary: Particular merits of this paper lie a) in the fact that American undergraduates are actually involved in the ITA training and b) in the way the strategic roleplays are used to raise metalinguistic awareness and confidence. The paper concludes with some interesting comments on "communicative competence", "monitoring" and the role of negative evidence in SLA. (4 cits) (JMS).

Dege, Dolores Bolon. Format and Evaluation of the Cross-Cultural Component of a Foreign Teaching Assistant Training Program. Presented at the Annual Meeting of the International Communication Association; May 1981; Minneapolis, Minnesota. 16 pgs. ED 207 100.

This report describes a classroom communication training program for foreign teaching assistants (FTAs) developed at the University of Minnesota in response to evidence that the FTAs were the subject of criticism and complaints because of poor communication abilities in their classes. The first two sections of the paper discuss the background to the project and the design and development of the course. The third and major section reports the results of the FTAs' evaluation of the cross-cultural component of the course, including the 12 questions on the survey. This is followed by a section describing the subsequent changes implemented in the program, and the results of the FTAs' evaluation of the cross-cultural component for the second year. The paper concludes with a summary of the two evaluations, discussing the factors responsible for the more favorable second-year evaluation and presenting some suggestions for further changes in the format of the course. (7 refs) (ERIC abstract, modified by SLB).

Commentary: The course discussed in this report was one initially developed when a NAFSA grant was given to faculty at the University of Minnesota in 1979. The cross-cultural component focuses on one course in a program that also included an ESL component; ITAs received up to five instructional contact hours per week in the program. Particularly interesting in this report is how changes in the course from one year to the next affected ITA evaluations of the course. (SLB).

Douglas, Dan; Myers, Cindy. TAs on TV: Demonstrating Communication Strategies for International Teaching Assistants. English for Specific Purposes; 1989; 8(2): 169-179.

Douglas and Myers present a technique for employing videotaped segments of actual classroom performances by U.S. and international TAs. This is a method for training ITAs in specific, definable skills in English language, U.S. academic culture and pedagogical performance, while at the same time developing communication strategies for coping with largely undefinable future communicative needs in their work as teaching assistants. After a brief discussion on the effect of discourse markers, they describe a procedure for developing and using the videotaped materials in an ITA training program. The tapes are employed differently, depending on the strategy. Use may focus on a cultural attitude such as welcoming criticism, correcting one's own errors overtly, maintaining contact with a class, or on specific language points such as word choice or verb form. The paper also provides illustrative transcripts and abstracts from the accompanying training manual. The authors close by noting the pilot nature of the work and the as-yet statistically insignificant evaluation results. (14 refs) (AA, modified by JMS).

Commentary: Douglas and Myers offer a useful list (p. 171) of the definable skills required of ITAs and provide useful insight into ITA research, processes, practices and development. Of potential interest may be the cataloging of "several hundred segments of type by strategy type". The tenor of the paper expresses willingness to and interest in collaborating with other institutions. (1 cit) (JMS).

Dunkel, Patricia A.; Rahman, Tannaz. Developing Listening and Speech Communication Skills: A Course for Prospective International Teaching Assistants. In Chism, Nancy Van Note and Warner, Susan B., eds. Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants: Readings from a National Conference. Columbus, Ohio: Center for Teaching Excellence, Ohio State University; 1987: 301-316.

Dunkel and Rahman describe the curriculum of a course designed to improve the public speaking skills of potential ITAs at Penn State; the course described is the first in a three course sequence specifically designed for ITAs. The paper begins by discussing the importance of the listening comprehension component of the course, whose activities included note-taking sessions on the style and rhetorical structure of speeches given by American lecturers. The content of several commercially available lecture comprehension materials is also described. The authors then outline the public speaking section of the course, which aimed to give ITAs practice in deciding on appropriate speech topics, outlining presentations, using different rhetorical devices, and utilizing library research to support their arguments. The authors report that class size was limited to 12 students. The paper closes with the instructor's criteria for evaluating student speeches. (9 refs).

Commentary: The course as described by Dunkel and Rahman appears to be a course appropriate for any international student who may need to make academic presentations in English. The materials mentioned are those designed for general oral/aural ESL courses. (SLB).

Fisher, Michele. Rethinking the "Foreign TA Problem". In Andrews, John D. W., ed. Strengthening the Teaching Assistant Faculty. New Directions for Teaching and Learning. No. 22. San Francisco: Jossey-Bass; 1985: 63-73.

In this paper, Fisher outlines some of the responses to the "foreign TA problem" at different universities. She opens with a discussion of various ITA language screening devices and suggests that prospective ITAs should be screened as soon as they arrive on campus. The author then describes the various components of ITA training programs (oral presentation, culture of the American classroom, and language practice), and argues that term-long programs are the most effective since they provide ITAs the time necessary to learn the skills required of their teaching assignments. Fisher also considers such administrative issues as the compulsory nature of training courses, how students should be graded, and whether they should receive credit. The author closes by discussing the need for follow-up evaluation and support for ITAs after they have begun teaching. (21 refs).

Commentary: Because of the general nature of this essay, this article is probably more useful to those relatively less familiar with ITA issues. (6 cits) (SLB).

Fragiadakis, Helen. Description and Evaluation of Training Course for International Graduate Student Instructors; February 1988. 15 pgs. ED 292 294.

This paper describes an ESL course for ITAs at the University of California, Berkeley. In its first two offerings (Summer, Fall 1987), the course served between 11-13 students from three Asian countries and a variety of disciplines. It consisted of work in language, culture, and instructional techniques integrated into all class activities. The activities included videotaping and reviewing of class presentations, viewing tapes of other graduate student instructors, pronunciation instruction, panel discussions, roleplaying, special events focussing on cultures, discussion of readings, classroom observations, and instruction in classroom techniques. After the course, students expressed increased confidence and appeared to understand the importance of interaction in the American classroom. Most appeared to have the same language problems with which they began the course, but had learned compensatory strategies for improving communication. The course instructor concluded from this experience that the FTAs do not need better control of English as much as they need to create interaction in the classroom. Planned adjustments in the course include further use of videotape and increased pronunciation instruction. A course syllabus is appended. (no refs) (ERIC abstract, modified by SH).

Commentary: This paper offers a straightforward account of the development of an ITA course written from the instructor's viewpoint. One interesting aspect of the paper is the author's narrative on her own discoveries, such as that the major problem of her ITAs "was not their lack of control of English but their lack of awareness of the need to create interaction in the classroom" (p.6). (JMS).

Franck, Marion R.; Descusa, Michael A. Foreign TAs: A Course in Communication Skills. Improving College and University Teaching; Summer 1982; 30(3): 111-114.

This short paper reports on a class offered by the department of Rhetoric at the University of California, Davis for training potential TAs in oral presentation skills. The authors discuss the content of the course which included weekly videotaped presentations given by students on subjects related to their field and class lectures on such topics as organizing class content, using audio-visual materials, and dealing with communication apprehension. Finally, student and teacher feedback on the course is considered, principally noting students' increased self-confidence and the improvement in their ability to organize material and establish effective contact with their audience. (no refs).

Commentary: The authors imply that the course they describe may be somewhat unusual as (in 1982) it is uniquely offered through a communications department. However, Rhetoric 298 fits well within the mainstream tradition of graded presentations, videofeedback and peer evaluations. (4 cits) (JMS).

Gaskill, William; Brinton, Donna. A One-Week Language Skills Orientation Program for Foreign Teaching Assistants and Graduate Students. In Bailey, Kathleen M.; Pialorsi, Frank; Zukowski/Faust, Jean, eds. Foreign Teaching Assistants in U.S. Universities. Washington, D.C.: National Association for Foreign Student Affairs; 1984: 59-68.

Gaskill and Brinton describe a one-week language skills orientation program for both TA and non-TA international graduate students at the University of California, Irvine. The authors report that the program, which hosted 29 students from a wide variety of cultural and academic backgrounds, addressed both the academic and teaching needs of international graduate students. Course activities included practice in giving videotaped oral presentations, workshops on note-taking and test-taking, and group problem-solving exercises. Gaskill and Brinton comment that on their final evaluations of the program, students gave the videotaped presentation exercise the highest rating which the authors say may reflect more the students' thrill of being on videotape rather than what they actually learned from the exercise. Also, the group problem-solving exercises, considered to be some of the most helpful by the instructors, were given the lowest ratings by the students, perhaps because the students placed more value on teacher-centered rather than student-centered activities. (no refs).

Commentary: This paper includes some of the nitty-gritty aspects of program logistics, such as how to group students in such a program. The program evaluation focuses only on student (the TAs) evaluation of the program and instructors perceptions of the program. (5 cits) (SLB).

Jain, Nemi C.; Davey, William G.; Kinney, Daryl. International Teaching Assistant Training Seminar at Arizona State University. Presented at Annual Meeting of the Western Speech Communication Association; February 1988; San Diego, California. 7 pgs. ED 297 605.

Arizona State University has developed a seminar to train foreign graduate students who score between 190 and 225 on the TSE or SPEAK, to be teaching assistants. The course meets for three hours once a week, and focuses on three content or skill areas: language improvement, cultural issues, and teaching strategies. Each student must prepare at least four microteaching presentations to be videotaped and evaluated by students, instructors, and outside experts. The program centralizes information and skill training for this group, but is intended only to enhance and not replace departmental training. It emphasizes small group work and benefits from interdepartmental cooperation. The program's major limitation is the lack of follow-up observation of the trainees. An additional drawback is that the seminar does not carry credit, but must be taken in addition to a full-time graduate program. (11 refs) (ERIC abstract, modified by SH).

Commentary: This paper describes briefly and generally the nature of an ITA program. What is believed by the author to be a strength - its separateness from departmental training - could be viewed as a weakness. The criteria for certifying who is permitted to teach after taking the course and who is not is not addressed. The authors describe their program as "innovative" but details of how it is innovative are not given. (SLB).

Krusemark, Sue; Grever, Glenn. International Teaching Assistant Education at Illinois State University: Current Problems and Future Directions; 1989. 24 pgs. Unpublished manuscript.

This paper describes the development of an ITA program at Illinois State University. The author begins by discussing some of the issues which have affected reforms in the program, including the need for more micro-teaching and interactive cross-cultural activities, the demand by ITAs for more SPEAK related tasks, budgetary limitations, and the need for more communication between the university departments and the English Language Institute. The author then describes an ITA program to be piloted in the fall and spring of 1990-91. This program will include a mentorship component whereby an ITA will be assigned a TA mentor who will gradually turn over his/her teaching duties to the ITA. A concurrent ESL course will also be offered which will focus on such activities as micro-teaching exercises in various contexts, observations of the behavior and language used in American classrooms, and field-specific SPEAK tests which the students themselves create. (24 refs).

Commentary: This paper may be of particular interest because it (unusually) discusses the trials and tribulations of ITA course development in an institution which employs rather few ITAs. One striking section relates how reliance on SPEAK led at one stage to student insistence that training courses be configured as SPEAK-practice sessions. (JMS).

Landa, Mark. Training International Students as Teaching Assistants. In Mestenhauser, J. A.; Marty, G.; Steglitz, I., eds. Culture, Learning and the Disciplines: Theory and Practice in Cross-Cultural Orientation. Washington D. C.: NAFSA; 1988: 50-57.

Landa describes the ITA program at the University of Minnesota. He opens by discussing the development of two 10 week courses each limited to 9 students, which emphasize pedagogical and cross-cultural skills over knowledge of language structures. Landa cites several studies which report that ITAs' classroom communication problems are related more to cross-cultural than linguistic problems, and argues that the success of ITAs in the training courses depends mainly on their ability to change their attitudes. The paper then outlines different stages in the process of attitude change which include concern for improving communication with undergraduates, acceptance of feedback, and willingness to consider cultural variables in classroom interaction. The author closes by considering the evaluation of the program, noting that ITAs themselves generally gave positive global ratings to the training. In a follow-up study of 10 TAs, 5 were judged to be relatively successful as classroom teachers. (11 refs).

Commentary: Landa offers a clear and succinct outline of the ITA program (and its rationale) at a major institution. discussion of student attitudes is particularly interesting, as in "undergraduates probably react to many aspects of the TA's performance in their evaluations and judgments, but they consider 'language problems' to be the only acceptable area in which to voice criticism" (p.53). The following page also outlines a thought-provoking six-stage process whereby ITAs typically change their own attitudes. (JMS).

Landa, Mark; Perry, William. An Evaluation of a Training Course for Foreign Teaching Assistants. In Bailey, Kathleen M.; Pialorsi, Frank; Zukowski/Faust, Jean, eds. Foreign Teaching Assistants in U.S. Universities. Washington, D.C.: National Association for Foreign Student Affairs; 1984: 89-100.

This paper reports the results of a study evaluating the effectiveness of a ten week ITA training course at the University of Minnesota. The study compared the evaluations of ten ITAs towards their English proficiency, the training course and their teaching success to external evaluations of the ITAs' abilities gathered through interviews, classroom observations, and undergraduate opinion surveys. The study revealed that the ITAs could be divided into four types according to whether they had decided to continue teaching after the training course and whether their self-evaluations were consistent with the external evaluations. The authors highlight the fact that the successful group of ITAs who continued to teach and whose positive self-evaluations matched the external ones compensated for their lack of English fluency through interactive classroom strategies, while those TAs who continued to teach and yet received negative external evaluations made little effort to incorporate such strategies. Appendices include a list of activities in the ITA course at the University of Minnesota, and a follow-up questionnaire. (no refs).

Commentary: Landa and Perry offer some specific techniques for developing a course evaluation and discuss observations of behaviors of three TAs who chose not to teach after taking a special training course. (7 cits) (SLB).

Lane, Linda. Drilling for Dollars and Other Pronunciation Strategies. Presented at Symposium on the Training of International Teaching Assistants; April, 1988; University of Pennsylvania, Philadelphia. 15 pgs.

Lane discusses ways to incorporate pronunciation training effectively within an ITA program. She opens by discussing the difficulties non-native speakers have in acquiring English phonology and describes the pronunciation activities implemented within the ITA curriculum at Columbia University. The first set of activities involves "self-discovery phonetics" whereby ITAs learn how English sounds are articulated in the mouth. Lane asserts that this demystification of English phonemes reduces the task of pronunciation to something knowable and systematic, and the linguistics framework appeals to the science ITAs. The author then gives examples of short, highly structured, entertaining games and drills used in class to illustrate pronunciation of individual phonemes as well as English rhythm, stress and juncture. (7 refs).

Commentary: The author provides a straightforward outline of a pronunciation course designed for the ITA context. She stresses that pronunciation can be accommodated within the constraints of a typical ITA program and can be developed in an enlivening and yet analytic manner. (JMS).

Lay, Nancy; Mantel, Linda H. ESL Workshop for Graduate Students at the City College of New York, (CUNY). In Chism, Nancy Van Note and Warner, Susan B., eds. Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants: Readings from a National Conference. Columbus, Ohio: Center for Teaching Excellence, Ohio State University; 1987: 316-317.

This short paper discusses the results of a 1986 three-week intensive workshop for 15 foreign graduate students at the City College of New York. The authors open by describing some of the classroom activities aimed at increasing students' language proficiency and ability to present orally both technical and non-technical materials. The activity of the "oral journal," whereby students described on tape an excerpt from the day's class, was found to be especially helpful in increasing the fluency and confidence of characteristically quiet students. The paper closes by reporting that the students' final presentations revealed that although many of their nervous mannerisms had disappeared, they had not acquired the fluency and non-technical vocabulary exhibited by students in a second-level ESL class. (no refs).

Commentary: This short descriptive paper is mainly noteworthy for the discussion of an 'oral journal' whereby there was a daily requirement to tape a paragraph from an assignment. The authors claim that this activity--plus teacher feedback--was particularly valuable for students who were otherwise largely non-vocal. (JMS).

Merdinger, Polly. Avoiding Communication Breakdowns: Getting International Teaching Assistants to Use Functional Language. Presented at Symposium on the Training of International Teaching Assistants; April, 1988; University of Pennsylvania, Philadelphia. 9 pgs.

Merdinger describes the functional language component of the ITA curriculum at Columbia University's American Language Program. The author begins by discussing inadequate communication strategies, such as rote lecture memorization, often utilized by ITAs untrained in functional language. She argues that in order to prevent communication breakdowns in the classroom, ITAs need to learn how to perform such language functions as paraphrasing, highlighting key terms, redirecting irrelevant comments, and stating an opinion. Course activities on these topics include structured practice sessions, small group discussions, oral presentations, and observation of American TAs. Merdinger illustrates these activities with examples from the "paraphrasing for clarification" unit. In this section, students practice asking for clarification of commonly used slang words, paraphrase their classmates comments in small group discussions, and give presentations involving the paraphrase of a scientific article. Students are also required to observe the use of paraphrasing language in American TA-taught classrooms. (no refs).

Commentary: The author describes and illustrates a rich, varied and practical set of activities designed to help ITAs develop their functional classroom English. She centers her discussion on asking for clarifying paraphrases and neatly integrates this functional area with school slang. (JMS).

Mestenhauser, Josef; Perry, William; Paige, Michael; Landa, Mark; Brutsch, Susanna; Dege, Dolores; Doyle, Kenneth; Gillette, Susan; Hughes, Gail; Judy, Ronald; Keye, Zehra; Murphy, Kathryn; Smith, Jan; Vandersluis, Kay; Wendt, Jon. Report of a Special Course for Foreign Student Teaching Assistants to Improve Their Classroom Effectiveness. University of Minnesota: International Student Adviser's Office and Program in English as a Second Language; May 1980. 113 pgs.

This report offers a comprehensive description and evaluation of an ITA training course offered at the University of Minnesota during the fall of 1979. The first section of the report outlines the "foreign TA problem" at the University of Minnesota and the events that led to the development of a training course. Part two describes the cross-cultural component of the program--its purpose and activities, which included lessons in American communication theory as well as practice with asking questions, lesson planning and test construction. A detailed analysis of student evaluations of the program is also given. The final section of the report is a guide to a series of three videotapes describing the ESL component of the course. The appendices contain a manual to accompany a set of cross-cultural videotapes, an American "cultural knowledge" test, and a syllabus of the training program. (20 refs).

Commentary: This anthology (a total of 15 authors is listed) provides a retrospective account of a NAFSA-sponsored project which led to one of the first major ITA initiatives. Perhaps in 1990, much of the report is now of mainly historical interest, but that interest may be considerable. One early section deals in a lively manner with student and taxpayer complaints. Later (pp. 33-38) there is a fine evaluation of the cross-cultural component which opens, "In retrospect, it appears that too many people with too many ideas were attempting to cover too much in too short a time to an audience that was 40% resistant to these ideas." (9 cits) (JMS).

Paulston, Christina Pratt; Schnapper, Melvin. Interference in Language Learning: Some Comments on Designing a Course in English for Foreign Instructors: University of Pittsburgh; February 15, 1971. 12 pgs. ED 047 304.

The language problems described here concerned undergraduate college science courses at the University of Pittsburgh taught by foreign teaching assistants, whose students claimed they could not understand their instructors' English. Upon investigation it was clear that a standard course in English was not sufficient to deal with the communication problems caused not only by linguistic difficulties but also by intercultural conflicts. After investigative interviews and workshops, a special course for TA's was designed encompassing linguistic practice, intercultural communication workshops, and an introduction to American classroom methods. Many of the assignments are structured to necessitate some form of interaction, as it is felt that social interaction with Americans, even more than class work, affects the greatest progress in fluency. The program has evidenced increased understanding of intercultural interactions and changed classroom behavior on the part of the TA's. An improvement in English proficiency, however, has not been realized since the TA's "see no need and no reward for extensive work in English." Unless language learning is seen, the author points out, not as an end in itself, but as a means to achievement within integral parts of life and work, there will be no significant language learning. (A discussion of some of the materials and techniques used in the program is included.) (no refs) (ERIC abstract modified by SLB).

Commentary: This paper is the earliest report of an English Language Institute being approached by a science department to design a course especially for foreign teaching assistants. Paulston and Schnapper's observations of the culture of the science department are both perceptive and frank. The ITA program which was designed at Pittsburgh appears to be a prototype for those developed at other universities as it embodied components included in current ones. Interestingly the authors observe that in the given context at that time they perceived a negative attitude on the part of TAs to improve their oral English. Another noteworthy aspect of the situation is that there was apparently no special screening at Pittsburgh of the FTAs oral English prior to their assignments.

Rice, Donna Steed. A One-semester Program for Orienting the New Foreign Teaching Assistant. In Bailey, Kathleen M.; Pialorsi, Frank; Zukowski/Faust, Jean, eds. Foreign Teaching Assistants in U.S. Universities. Washington, D.C.: National Association for Foreign Student Affairs; 1984: 69-75.

This paper outlines the content of a 13 week pilot ITA training course at the State University of New York, Buffalo during the Fall of 1978. The author begins by describing the three major components of the course: oral/aural English, reading and writing, and cross-cultural orientation to the U.S. university system. Class sessions on these topics included exercises in oral production and listening comprehension, practice in critical term-paper reading, classroom role-plays, and lectures on understanding undergraduate education and student expectations for TAs. The author suggests that many of the ITA's problems in the classroom are due more to poor instructional skills and socio-cultural difficulties than to low English proficiency. One appendix: Improvisations for foreign TA training. (no refs).

Commentary: The components of this training program conducted over a decade ago seem remarkably similar to those of more current programs. (6 cits) (SLB).

Ruehr, Ruthann Richwine. Helping Foreign-Born Instructors Increase Oral Communication Skills: A Non-Traditional Role for Writing Centers. Presented at Midwest Writing Centers Association Conference; 1988; Kansas City, Missouri. 16 pgs.

This paper describes a program to improve the oral communication skills of non-native instructors and researchers at Michigan Technological University. The author begins by describing the circumstances which led Michigan Tech's Reading and Writing Center staff to implement this program, which consisted of weekly one-hour classes and tutorial sessions attended by approximately 10 students. The paper describes some of the course activities which included discussion of new vocabulary, interviewing and introducing a classmate, describing one's homeland, role-play, practice with slang and idioms, and oral presentation in a technical field. Tutorial sessions involved similar exercises but were conducted in a one-on-one fashion. The author discusses how for each class and tutorial session, students were given an evaluation sheet describing the errors which most interfered with their communication. The paper concludes by reporting that both students and instructors noted improvement in the students' oral communication skills but suggested the need for more frequent sessions. (16 refs).

Commentary: Ruehr tells how a program to improve oral communication skills was set up at an institution which did not have an ESL department. In 1983-84, when the Reading & Writing Center set up the program, none of the tutors had had training in ESL techniques. The course was aimed at improving the conversational skills of foreign graduate TAs, professors and research assistants. This paper provides evidence of the resourcefulness and adaptability necessary to cope with changing demographic backgrounds of graduate students and institutions. (SLB).

Sadow, Stephen A.; Maxwell, Monica A. The Foreign Teaching Assistant and the Culture of the American University Classroom. In Clarke, Mark A.; Handscombe, Jean, eds. On TESOL '82: Pacific Perspectives on Language, Learning and Teaching. Washington D.C.: TESOL; 1983: 253-258.

This short paper outlines topics to be incorporated in ITA training courses. Among issues discussed are understanding the role of the teacher in the American university, dealing with different student personalities, reacting appropriately to different classroom dynamics, maintaining the attention of American students, handling the first day of class, and learning how to criticize students politely. (no refs).

Commentary: The topics included seem especially relevant for incorporation in a pre-sessional ITA orientation course. However, the treatment presented especially of American student types and the types of classes seems glibly and dangerously stereotypical and if employed too liberally by a new ITA could likely result in real cross-cultural conflicts. (6 cits) (SLB).

Sarkisian, Ellen. Training Foreign Teaching Assistants: Using Videotape to Observe and Practice Communicating and Interacting with Students. In Larson, P.; Judd, E. L.; Messerschmitt, D. S., eds. On TESOL '84: A Brave New World for TESOL. Washington D. C.: TESOL; 1984: 325-331.

Sarkisian describes the use of videotape in an ITA training course at Harvard University. Sarkisian begins by discussing how videotaped excerpts form selected American TA classrooms are used as models to illustrate effective student-teacher interaction, different teaching strategies used across disciplines, and non-verbal behaviors particular to American culture. The course also uses videotape to allow students to record, observe and receive feedback on their own teaching and discussion-leading skills. Sarkisian argues that this sort of self-observation is an effective means to help students recognize their weaknesses and improvements in such areas as organizing their presentations, conveying enthusiasm, asking for clarification, and encouraging participation. (12 refs).

Commentary: The variety of suggestions offered by Sarkisian could be helpful to any training personnel interested in using video. The use of video in ITA training programs is often positively rated by the ITAs. (2 cits) (SLB).

Schneider, Katharine; Stevens, Scott G. American Undergraduate Students as Trainers in an International Teaching Assistant Training Program. Presented at Symposium on the Training of International Teaching Assistants; April, 1988; University of Pennsylvania, Philadelphia. 18 pgs.

Schneider and Stevens report on the use of undergraduates in a one month, pre-term ITA training program at the University of Delaware. The authors begin by describing the role of undergraduates as raters for the University of Delaware Instructional Assessment Test, given at the beginning and end of the training program. They report that by the end of the workshop, the 6-8 undergraduate raters are able to identify and comment on the sources of the ITAs' communication problems. In small-group exercises, the undergraduates also serve as models of typical features of American speech, which the ITAs try to transcribe and imitate. Schneider and Stevens also discuss the use of undergraduates in providing feedback on the ITAs' presentational and interactive skills during micro-teaching exercises. The authors close with some of the positive comments from ITAs and the American students on the effectiveness of undergraduate participation in the training program. (2 refs).

Commentary: From time to time the question of using U.S. undergraduates in ITA evaluation and training programs arises in the literature. The authors argue for incorporating undergraduates into as many aspects of training programs as possible, since this development has proved popular and effective with ITAs and students alike. (JMS).

Schneider, Katharine S.; Stevens, Scott G. Curriculum Considerations for a Campus-Wide International Teaching Associate Training Program. In Chism, Nancy Van Note and Warner, Susan B., eds. Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants: Readings from a National Conference. Columbus, Ohio: Center for Teaching Excellence, Ohio State University; 1987: 264-269.

In this paper, the authors describe the design, content and evaluation considerations of planning an ITA training program, using the program at the University of Delaware as illustration. They begin by discussing the benefits of extended summer training programs, funding possibilities, and acquiring the inter-departmental support needed to administer and teach the programs. The paper then considers planning the course curriculum, which at Delaware focused on four areas: making oral presentations, handling discussion time, tutoring techniques, and establishing rapport in the classroom. A brief description of the classroom activities on each of these topics is provided along with the criteria for critiquing student assignments. The authors conclude by describing the final evaluation process for ITAs at Delaware and the provisions made for ITAs who fail to pass the course. (no refs).

Commentary: This paper provides a straightforward and fairly standard discussion of the advantages of a 3-week summer intensive course and of the desirable components in such a course. In these respects it is somewhat less innovative and noteworthy than Schneider and Stevens (1988). (4 cits) (JMS).

Sequeira, Debra L. The Consultation Process in the Training of International Teaching Assistants. Presented at Symposium on the Training of International Teaching Assistants. University of Pennsylvania, Philadelphia; April, 1988. 16 pgs.

The author outlines the roles and purposes of one-to-one consultations with ITAs at the University of Washington. the consulting approach is based on two basic assumptions about teaching effectiveness: teaching is a complex process and teaching is context-bound. Using Wulff's Alignment Model, the ITA client is led to appreciate the importance of (1) structure (2) rapport (3) interaction and (4) stimulation/engagement in U.S. undergraduate classes. Consultations are also used to help the client understand the context-bound features associated with teaching within a departmental microculture. This part of the process utilizes Connolly and Bruner's Competency Framework. The paper then illustrates how the consultant and ITA can work successfully together towards the latter's achievement of instructional competence. (4 refs) (JMS).

Commentary: Sequeira offers what in composition research would be called a 'discourse community' approach to helping an ITA become an effective instructor. One notable feature is the way in which the consultant and ITA jointly explore the specifics of the ITAs teaching situation. It can be surmised that approach advocated here is highly labor-intensive. (JMS).

Sequeira, Debra L; Costantino, Magdalena. Issues in ITA Training Programs. In Nyquist, Jody D.; Abbott, Robert D.; Wulff, Donald H., eds. Teaching Assistant Training in the 1990s. New Directions for Teaching and Learning. No 39. San Francisco: Jossey-Bass; 1989: 79-86.

Sequeira and Costantino describe some of the issues to be considered in designing an ITA program. They begin by discussing the need for trainers to understand whether ITAs are viewed as employees or as visiting scholars at their institutions. The authors then consider the timing of the training program with respect to the teaching assignment, noting that while pre-teaching assignment courses offer students a sense of closure which may increase student motivation, on-going training programs are able to address the specific needs of ITAs in their particular teaching assignments. Sequeira and Costantino also discuss the trend of many universities to utilize staff from various areas of expertise: ESL, instructional development, and cross-cultural communication. Finally, the authors argue that ITAs should be trained in the language and instructional methods appropriate for teaching in their content areas, and should be educated about the ethnic diversity of undergraduates. (8 refs).

Commentary: All of the issues listed by authors are of central relevance to ITA work. However, two are perhaps deserving of particular attention. The ITA as employee or visiting scholar; and course training versus ongoing training. Overall, Sequeira and Costantino have produced a valuable and trenchant assessment of the current situation. (SLB and JMS).

Sequeira, Debra L.; Darling, Ann L. A Multiperspective Approach to International Teaching Assistant Training: The International Teaching Assistant Project of the Center for Instructional Development and Research, University of Washington. In Chism, Nancy Van Note and Warner, Susan B, eds. Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants: Readings from a National Conference. Columbus, Ohio: Center for Teaching Excellence, Ohio State University; 1987: 307-315.

In this paper, the authors describe the ITA training project begun in 1984 at the University of Washington. Darling and Sequeira outline the content of the program which includes a pre-fall workshop, an on-going weekly seminar, observations of ITAs in their classrooms, and one-to-one language tutorials. The paper then describes how the program is evaluated by ITAs, department chairs and undergraduates, and presents several other components contributing to the project's success. Special attention is paid to the undergraduate "talk-back" panel in which several undergraduates present their experiences and concerns with ITA instruction to an audience of potential ITAs, followed by a time of questions and comments. A syllabus of the pre-fall workshop is contained in an appendix. (1 ref).

Commentary: One particularly useful section of this paper is the description of the "talk-back" panel which shows one way undergraduates can be used in ITA training programs. (2 cits) (SLB).

Shaw, Peter A.; Garate, Elena M. Linguistic Competence, Communicative Needs, and University Pedagogy: Towards a Framework for TA training. In Bailey, Kathleen M.; Pialorsi, Frank; Zukowski/Faust, Jean, eds. Foreign Teaching Assistants in U.S. Universities. Washington, D.C.: National Association for Foreign Student Affairs; 1984: 22-40.

This paper considers some of the issues involved in designing an ITA training program, using illustrations from the authors' experience with a summer ITA orientation program at the University of Southern California. Shaw and Garate open with defining the type of communicative competence needed by ITAs and then outline various communicative problems that arise out of the conflict between TAs' and students' assumptions about appropriate classroom behavior and student capabilities. Three processes are considered to be crucial to developing effective classroom communication: perception by the ITA of the communication problem, acceptance by the ITA of his role in the communication breakdown, and finally, repair of the problem. Shaw and Garate focus on some of the USC course activities involved in the repair process which included lectures on the U.S. educational system, workshops on pronunciation and vocabulary choice, and lessons in planning course objectives and writing test items.

Commentary: This seminal article provides more than a framework for course design. The authors have applied an ESP methodology of the British tradition to construct a model for a training course for international teaching assistants. It is an excellent article that links theory with practice and offers concrete examples of course context and suggests pre-course activities be an inherent component of an ITA program. (8 cits) (SLB).

Smith, Rossalyn M. An Intensive Summer Workshop for Foreign Teaching Assistants: A Pilot Project. TESOL Newsletter; June 1982; 16(3): 31.

This short article describes the administration and content of a pilot workshop for new ITAs at Texas Tech University in the summer of 1980. Smith reports on how decisions were made by Texas Tech's ESOL program on such administrative issues as how much credit and financial assistance to award to students attending the workshop, whether to make the workshop a requirement for all new ITAs, and how to assign faculty salary appointments. The article then outlines topics covered in the workshop which included classroom communication, cultural orientation, and English pronunciation and listening comprehension. (2 refs).

Commentary: This one-page synopsis is of note in that it describes and ITA summer workshop held as long ago as 1980. (2 cits) (JMS).

Smith, Rossalyn. Training International TAs at Texas Tech: An Overview. In Chism, Nancy Van Note and Warner, Susan B., eds. Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants: Readings from a National Conference. Columbus, Ohio: Center for Teaching Excellence, Ohio State University; 1987: 318-320.

This short paper describes the ITA training program at Texas Tech University. It begins by discussing the process by which prospective ITAs are admitted into the three week summer training workshop and lists the diagnostic tests used to measure the language proficiency of enrolled students. The four components of the workshop--cross-cultural orientation, classroom communication, English, and a videotaped teaching practicum--are then briefly described, along with the amount of hours spent on each. Finally, the paper presents the way recommendations are made to departments concerning a student's teaching ability at the end of the workshop, and the courses available for those who fail to complete the program. The program has an average of 30 participants per year. (no refs).

Commentary: This short paper provides an expanded and updated version of Smith, R. (1982). One unusual aspect of the program is that students have the opportunity to take the Myers Briggs Type Indicator and to receive feedback on their profiles. (3 cits) (JMS).

Stevens, Scott G. A "Dramatic" Approach to Improving the Intelligibility of ITAs. English for Specific Purposes; 1989; 8(2): 181-194.

Stevens describes a drama-based approach to enhancing the intelligibility of ITAs. Developed at the University of Delaware, this training addresses both the segmental and suprasegmental features of ITA pronunciation within the context of cultural, pedagogical, and linguistic factors unique to the university classroom environment. Drama techniques are particularly prominent in the oral intelligibility class. These include the development of mutual trust by team chants, relaxation exercises; projecting a stage voice; observing teaching behavior; the use of dramatic energy; and viewing "teacher space" as a stage. An extensive study showed this drama approach to have a significant impact on both the communicative competence and communicative confidence of the ITAs who participated in the training. SPEAK scores rose an average 36 points in post-course testing; student evaluations also improved. (46 refs) (AA, modified by JMS).

Commentary: Stevens provides a comprehensive and utilizable description of an alternative approach to improving intelligibility. The full references to drama techniques are a particularly valuable resource. Another strength is the important recognition of the fact that ITAs as ITAs are engaged in public speaking and public roles. While not all programs would like (or be able) to adopt a "dramatic" approach in its entirety, most may well want to incorporate certain elements. (6 cits) (JMS).

Tyler, Andrea. Preparing International Teaching Assistants for the Undergraduate Classroom; 1990. 32 pgs. Submitted for publication.

This paper describes an ITA training course at The University of Florida which focuses on pedagogical and linguistic skills, especially those at the discourse level. The primary linguistic goal is to make students aware of where their English differs from English listeners' expectations and develop strategies for modifying their speech accordingly. The pedagogical training concentrates on developing twelve teaching behaviors which have been identified in the teaching of successful U.S. teachers. Use of the targeted teaching behaviors and awareness of linguistic problem areas are built through extensive use of videotaping followed by teacher feedback and student analysis. Pre- and post-evaluation measures are discussed. (28 refs) (AA, modified by SH).

Commentary: This comprehensive paper is particularly notable for its second half which deals with the analysis of pre- and post-course ITA performance. Twelve teaching behaviors (including such aspects as "organizes boardwork from left to right") were quantitatively analyzed and showed useful post-course gains in nine categories. A more preliminary analysis of discourse-phonological performance also suggests useful improvement. Tyler's paper offers the field models and strategies for the close analysis of NNS language performance in educational settings. An earlier draft of this paper (Tyler, Silverman and Koran: "Preparing International Teaching Assistants for the Undergraduate Classroom: Academic Spoken English") was presented at the 1988 University of Pennsylvania, Philadelphia Symposium.(JMS)

Zukowski/Faust, Jean. Problems and Strategies: An Extended Training Program for Foreign Teaching Assistants. In Bailey, Kathleen M.; Pialorsi, Frank; Zukowski/Faust, Jean, eds. Foreign Teaching Assistants in U.S. Universities. Washington, D.C.: National Association for Foreign Student Affairs; 1984: 77-86.

The author describes an English course developed for chemistry ITAs at the University of Arizona. The paper outlines some of the causes of the eight ITAs' classroom communication problems including their foreign pronunciations of chemistry terminology, descriptions of chemicals according to their written shorthand, and over-use of technical jargon. The author then describes some of the course activities which included training in English phonology and stress patterns, use of repetition for greater lecture comprehension, and rephrasing students' questions. Attention was also given to practicing such non-verbal behaviors as direct eye contact with students, using the blackboard to slow lecture pace, and employing bodily stances and movements they had observed in American instructors.

Commentary: This article offers useful insights for those doing either department specific ITA training or department-combined ITA training sessions. Zukowski/Faust points out specific linguistic strategies which may impede communication when using chemical terms. Some of the other topics included such as organizational strategies and non-verbal language are relevant to communication in a variety of disciplines. The article focuses on strategies to implement a traditional lecture type class setting. At many other universities a typical chemistry assignment is a laboratory setting which may necessitate other communication strategies and teaching behaviors not specifically focused on by Zukowski/Faust. (5 cits) (SLB).

B. Dissertations

Bailey, Kathleen McMillan. Teaching in a Second Language: The Communicative Competence of Non-Native Speaking Teaching Assistants: University of California, Los Angeles; 1982. 213 pgs.

This study investigated the communicative competence of non-native speakers of English working as teaching assistants (TAs) at the University of California, Los Angeles. Two specific research questions were addressed: (1) What degree of oral English proficiency must a non-native speaker have in order to be perceived as functioning successfully as a teaching assistant? (2) What are the classroom communication problems of non-native speaking TAs? The research entailed both quantitative and qualitative methods, including oral proficiency testing, survey instruments, and non-participant observation.

The students surveyed (n = 392) felt their understanding of the subject matter was negatively influenced by the English of the TAs rated 1+ or lower on the Foreign Service Institute Oral Interview. There were statistically significant differences between these TAs and those with ratings of 2 or better. Students who were not majoring in the same disciplines as their TAs were significantly more critical of the non-native speakers' public productive uses of English than were the students sharing a common academic major with their TAs.

In an observational sample of twelve native speaking and twelve non-native speaking TAs, the native speakers were rated significantly higher on two student evaluations of teaching variables: Overall Effectiveness and Outside Helpfulness. The observational data were analyzed using simple coding categories of classroom behavior. In native speakers' classes the TAs' Eliciting and Bonding moves were moderately correlated with the students' evaluations of their teaching. However, for non-native speaking TAs, the category of Informs correlated negatively with the students' evaluations.

The observations were also summarized and combined to generate profiles of the TAs. These profiles were compared and a typology of teaching assistants was devised. With some exceptions, the TAs in the observational sample were characterized as being either Active Unintelligible TAs, Mechanical Problem-solvers, Knowledgeable Helpers/Casual Friends, Entertaining Allies, or Inspiring Cheerleaders. There were significant differences among these TA types in terms of the students' evaluations.

The results are interpreted within the framework of communicative competence presented in the Review of the Literature chapter. Some practical implications of the research are discussed in terms of screening and training non-native speakers who are potential teaching assistants. (13 cits) (AA).

Brown, Kimberley Ann. Effects of Perceived Country of Origin, Educational Status, and Native Speakerness on American College Student Attitudes Toward Non-Native Instructors: University of Minnesota; 1988. 188 pgs.

This paper reports results of study conducted to investigate the hypothesis that there are differences in student perceptions of a speaker's personal aesthetic qualities, language competence, and teaching competence as measured by a semantic differential, when the speaker's perceived country of origin, educational status, and ascribed native speakerness are varied.

3 x 2 x 2 fixed effects design which varied speaker guise information regarding country of origin (Italy, Sudan, Iran), educational status (professor, TA), and native speakerness (bilingual, English in high school and college) was used.

Four hundred and thirty-eight college students viewed an eight-minute videotaped lecture by a foreign-accented speaker on the topic of Sustainable Agriculture. Participants then filled out a fifteen-item semantic differential designed to measure the speaker's personal aesthetic qualities, language competence, and teaching competence.

Main effect results of a multivariate analysis of variance indicated that country of origin was a statistically significant factor in judgments of language competence, and educational status was significant with respect to personal aesthetic quality.

This paper discusses the implications of these results for international teaching assistant programs and intercultural training programs for American students, arguing that both the non-native English speaker the English speaking listener should assume responsibility for successful communication. (4 cits) (AA).

Davis, Brian Kenneth. A Study of the Effectiveness of Training for Foreign Teaching Assistants: Ohio State University; 1984. 270 pgs.

The quasi-experimental study investigated the effectiveness of a training program for novice teaching assistants (TAs) as measured by the achievement of undergraduate students of the assistants. Eight TAs were trained in the use of certain lower-inference teacher behaviors through the use of protocol videotapes and microteaching experiences. Each TA was matched on cultural background and spoken English ability with an untrained TA. Where extraneous variables did not violate the research design significant differences were found (p less than 0.05) in student achievement in favor of the trained foreign TAs. While all TAs demonstrated a cognitive assimilation of the behaviors in the training program this assimilation was uniformly translated into performance in the classroom. The use of certain behaviors was found to be related to the interaction between training and spoken English ability. It was found that trained American TAs included in the study performed certain behaviors significantly more than the foreign TAs or untrained American TAs. The observation instrument developed for this study is fully described and indices of validity and reliability provided. An extinguishing effect of the behaviors was detected over the six-week period of classroom observation of the TA performance. Findings suggested that cultural background and/or spoken English ability may inhibit the practice of learned behaviors in the classroom situation. In the given recitation situation, the use of certain behaviors may be inappropriate. The use of behaviors by the TAs tended to be extinguished over time suggesting that some form of reinforcement is essential if learned behaviors are to be practiced. Questions discussed for further research included: the impact of training on the TAs in other than intended areas of impact; the type of behaviors appropriate for a given level of recitation section; the impact of TA background culture and spoken English ability upon TA potential for training, and ability to make use of the training in the classroom: and the effect on undergraduate students in the classroom in terms of compensatory behaviors when confronted by a TA who experiences difficulty in communicating. A comprehensive review of the literature related to TA training is provided. (3 cits) (AA).

Dege, Dolores Ann Bolon. Verbal and Nonverbal Communication Behaviors in Multicultural Groups: An Exploratory Analysis: University of Minnesota; 1983. 234 pgs.

Two separate courses in Foreign Teaching Assistant Training were used as the basis for research into verbal and nonverbal communication behaviors in multicultural groups. A system of interaction analysis, intended to be relatively free from cultural bias, was developed through the efforts of a team of intercultural communication experts from several different countries. Using videotapes of the class sessions, the team agreed upon nine primary verbal behaviors, four secondary verbal behaviors, and three nonverbal behaviors which were used by the researcher to analyze the multicultural group interaction occurring during four hour-long sessions of the courses.

Differences in communication behaviors were evident in the groups from first- and second-year classes, and between individual sessions. There was a higher incidence of four primary verbal behaviors (Continue Topic, Agree/Be Noncommittal, Make Favorable Stereotypes, and Metacommunication) during the course which had been evaluated more favorably by participants. In addition, a higher incidence of Positive/Supportive secondary verbal behaviors, and fewer Negative/Nonsupportive, Attempted Interruptions, and Undecipherable secondary verbal behaviors were observed. Nonverbal cues indicated a higher incidence of Laughter/Smiling, and less Looking at Speaker/Audience. A smaller average number of words per turn, and a shorter average pause before speaking supported the possibility of a more relaxed interaction.

Communication behaviors which showed general characteristics of being more cooperative/supportive versus competitive/nonsupportive may have been factors in the more positive participant evaluation. The total number of persons from the countries represented is not large enough to make generalizations about specific countries or world regions, but it is believed that the system has the potential for identifying such continua with further research on larger numbers of country representatives. Differences between participant statuses (student, lecturer, etc.) were noted, in addition to the tentative differences observed between country representatives.

The manuscript includes a brief history of foreign students at the University of Minnesota, and an overview of the evolution of the Foreign Teaching Assistant Training Program. (1 clt) (AA).

Gillespie, Junetta Kemp. Foreign and U.S. Teaching Assistants: An Analysis of Verbal and Nonverbal Classroom Interaction: University of Illinois at Urbana-Champaign; 1988. 326 pgs.

This study analyzed the relationship of aspects of classroom interaction to the ethnicity and teaching effectiveness of 11 economics teaching assistants representing three ethnic backgrounds, and compared student and TA ratings of aspects of a TA's role.

Data were from observation; videotaping; interviews; questionnaires; English proficiency ratings; and teaching evaluations. Analysis included discourse types; nonverbal behavior; paralinguistic and other language features; interview data; and questionnaire responses.

Major results were as follows: (1) United States TAs and students agreed that the most important TA function was presentation of subject matter. Indian TAs placed greater value on affective qualities, and hierarchical roles. (2) Some discourse types were significantly related to oral proficiency, but not to ethnicity. Only time in presentation of subject matter related significantly to student satisfaction. (3) Paralinguistic features and oral proficiency were not related to each other, to ethnicity, or to effectiveness. Overlapping speech and tolerance for pause were related to ethnicity. (4) ESL professionals and students agreed on the TAs' oral English proficiency. ESL professionals' ratings of teaching effectiveness correlated with oral proficiency, but the students' did not. (5) The TAs' position in room, posture, gaze and orientation appeared to be related to ethnicity and classroom success. Some nonverbal behaviors also indicated the existence of subgroups based on regional origins and time in the United States.

Among the implications of this study are the following: (1) Pre-employment examinations of English proficiency may not be a reliable indicator of prospective foreign TAs' potential effectiveness as classroom teachers. (2) Nonverbal interaction may reflect ethnicity and teaching effectiveness to a higher degree than discourse typologies. (3) The question of what constitutes a "group" in cross-cultural research needs to be carefully examined. (4) There may be no single optimum teaching "style," even in the same subject matter and at the same level, and interactivity in highly structured and mathematically based subject matter areas may be less important than other aspects of teaching. (AA).

Inglis, Margaret Anderson. Variables That Affect Undergraduates' Evaluations of Non-Native Speaking Teaching Assistants' Instruction: Memphis State University; 1988. 118 pgs.

This study investigates two issues related to the testing and training of non-native speaking teaching assistants (NNS TAs): first, the relationship between indirect audio-taped evaluation and a direct student-rated evaluation of NNS TAs' speech; second, the relative importance of oral English skill and five components of communicator style (friendly, relaxed, dramatic, attentive, and animated) to student-rated instructional evaluation. The subjects were 18 NNS TAs, teaching in classroom situations at Memphis State University in the spring semester, 1988 and their undergraduate students. Demographic questionnaires and the SPEAK test (ETS) were administered to the NNS TAs. A set of questionnaires including demographic information, and evaluation of speech (Orth, 1982) and a measure of communicator style (Norton, 1977b) were administered to the undergraduate students. Correlation and stepwise multiple regression were used to analyze the data.

These significant findings are noted. First, a moderately strong positive correlation (.61) exists between the SPEAK test and the student-rated evaluation of NNS TAs' speech. Second, only the attentive communicator style measure is highly related (.85) to students' evaluations of NNS TAs' instruction.

This study suggests that despite its obvious limitations, such as its not being interactive, the SPEAK test is a viable alternative to an oral interview format for initial screening purposes, or when money, time, and staffing are issues. It also suggests that despite the higher visibility of oral English skills, attentiveness, which refers to a willingness to provide feedback to the students, is the most important variable in predicting high student-rated evaluation of NNS TAs' instruction.

Recommendations for further study include replication of this study with larger samples of NNS TAs and other communication variables.

Recommendations for practice include designing training programs that acknowledge the importance of cross-cultural and interpersonal communication for NNS TAs. (1 cit) (AA).

Katchen, Johanna Elizabeth. Student-Initiated Question Sequences in Classes Taught by American and Taiwanese Teaching Assistants: Pennsylvania State University; 1984. 157 pgs.

The purpose of this study was to compare the classroom behaviors of native and nonnative teaching assistants (TAs) and their students. University mathematics classes taught by American and Taiwanese TAs were videotaped. The specific interactions investigated were student-initiated question sequences. The transcribed data were analyzed for verbal behavior (semantic and syntactic) and two aspects of non-verbal behavior (hesitation phenomena and eye gaze).

Students asked fewer questions of Taiwanese TAs than they did of American TAs. Taiwanese TAs were more often asked to solve specific problems than other types of questions. American TAs were given fewer requests to do specific problems compared to Taiwanese TAs. Questions addressed to Taiwanese TAs showed a greater use of Wh-questions and Yes-No questions and contained fewer nonfluencies compared to questions addressed to American TAs. It is argued that these characteristics of questions addressed to Taiwanese TAs are all instances of students' use of foreigner talk: students simplify the content and form of their questions in order to make themselves understood by their TAs.

Results also indicated that Taiwanese TA answers showed a greater use of self-repetition and other-repetition than American TA answers. It is argued that repetition at the beginning of an answer gives the TA time to encode his answer and gives the student a chance to confirm or deny correctness of the TA's repetition. Taiwanese and American TAs showed a similar pattern of eye gaze behavior. (AA).

Keye, Fatma Zehra Avsar. An Exploratory Study of Students' Written Responses to Foreign Teaching Assistant Presentations: University of Minnesota; 1980. 195 pgs.

This study focuses on a specific multicultural setting consisting of Foreign Teaching Assistants (FTA's) serving as instructors for audiences of predominantly American students at a large Midwestern university. It was designed to be the first study in the field of changes in American student evaluations of FTA's over the course of a forty hour, ten week FTA program consisting of language skills and cross-cultural communication training.

In 1979, the International Student Adviser's Office (ISAO) and the English as a Second Language Program (ESL) at the University of Minnesota designed a training program to improve the classroom competencies of Foreign Teaching Assistants through English as a Second Language instruction and cross-cultural teaching effectiveness training. During the program, the FTA's made two 20-minute presentations to students in English Composition classes; the presentations came in the third and eighth weeks of the program. At the conclusion of each presentation, the Composition class students completed an in-class questionnaire and were given a take-home assignment pertaining to the presentation. The take-home assignment generated data on student perceptions of FTA teaching effectiveness and related information. These data were subjected to content analysis followed by a statistical analysis in order to determine how FTA's were being perceived and if these perceptions were changing over time.

On the basis of prior research and theoretical conjecture, it was hypothesized that student perceptions of FTA teaching effectiveness would change from the first to the second presentation. The research questions examined: (1) the number of comments made about the presentations (Would students make more or fewer comments about FTA's after the second presentation than after the first?), (2) the degree of satisfaction with the presentations (Would students change in the number of positive, negative or neutral comments assigned to each of the presentations?), (3) the nature of the comments (Would students change in the percentage of verbal, nonverbal, voice, written, holistic and other comments assigned between the first and second presentations?), (4) the focus of the comments (Would students change in the percentage of FTA-focused, topic-focused or general comments between the first and second presentations?).

When the comments of the pre-test and post-test evaluations were compared, the following results were found: (a) 15.3% fewer total comments were made by the students after the second presentation, (b) the percentage of positive comments made by students increased (2.8%), negative comments decreased (42.9%), and neutral comments decreased (35.3%) from the first to the second presentations, (c) after the second presentations, students commented less on verbal (15.7%), vocal (23.1%), nonverbal (37.3%), and other (16.7%) categories. They commented more on the written (5.0%) and holistic (7.7%) categories, (d) after the second presentation the percentage of comments about FTA's increased (14.1%), topic increased (10.4%), whereas general comments decreased (35.3%). (e) A difference was observed between perception of culture-related presentations and subject-matter presentations with the former being rated more positively. (f) The Wilcoxon matched-pairs, signed-ranks test revealed that of the fourteen variables for which change scores were examined, six of them, positive comments, negative comments, positive comments made about FTA, positive verbal comments, negative verbal comments and total comments, were found to be statistically significant at between .003 and .000.

Although this was a small, exploratory study without a control group, results suggest that training did affect improvement in FTA language skills, teaching effectiveness and cross-cultural awareness in the U.S. classroom setting. The English Composition students' comments were more positive and less negative about the FTA's to a statistically significant degree after the second presentation. It is suggested that further research in the area is needed. (6 cits) (AA).

Langham, Clair Koch. Discourse Strategies and Classroom Learning: American and Foreign Teaching Assistants: University of California, San Diego; 1989.

This study investigated the discourse strategies of American and foreign teaching assistants (TAs) in university classroom sections. The research sought to uncover the discourse strategies which facilitate or inhibit classroom learning, especially among individuals of different language and cultural backgrounds.

The research combined both qualitative and quantitative methods, including survey, non-participant observation, interviews, and sociolinguistic analysis of videotapings of TA led sections. TAs were drawn primarily from one introductory course with the same professor who employed both foreign and American teaching assistants. This approach was used to hold as many variables constant as possible: the course, the professor, the texts, and the academic quarter of instruction. Since undergraduate students chose their own sections according to their time schedules, individual student differences were distributed across all the sections.

To determine which teaching assistants facilitated classroom learning two measures were used, one objective, the other subjective. The objective measure of the TAs' effectiveness was based on the mid-term exam scores of the students and averaged for each TA's section. The subjective measure was based on a questionnaire administered to the students evaluating the effectiveness of their TA. One American and two foreign TAs were rated effective on subjective measures. One American and two foreign TAs were not rated effective. Section attendance and changes were optional. Students voted their preference with their feet. There were not significant differences between sections on mid-term exam scores.

The discourse strategies that facilitate classroom learning include: establishing common ground, providing a course overview, defining terms and concepts, flexibility in responding at the students' level, and conveying the professor's emphasis. Additionally factors like pace, organized blackboard usage, and review of the lesson were significant. The foreign and American TAs using these discourse strategies were rated effective. Conversely, those TAs who did not use these strategies were rated ineffective. These findings suggest that effective teaching assistance is not simply a matter of English language proficiency. Mastery of teaching techniques and discourse strategies are important for TA effectiveness. Further research is recommended to confirm findings on a larger population and to investigate additional aspects of TA - student classroom interactions. (AA).

Nelson, Gayle LaVerne. The Relationship Between the Use of Personal Examples in Foreign Teaching Assistants' Lectures and Uncertainty Reduction, Student Attitude, Student Recall, and Ethnocentrism: University of Minnesota; 1989. 90+ pgs.

This study focused on four components of the foreign teaching assistant (FTA) situation: 1) American students' negative attitude toward FTAs, 2) American students' perception that they don't learn enough from FTAs, 3) American students' ethnocentrism, and 4) the use of FTAs as intercultural resources. The theoretical perspective was uncertainty reduction theory which suggests that students experience uncertainty in the classroom and a primary concern is to reduce that uncertainty. One means of reducing uncertainty is self-disclosure.

The following research questions were asked: If FTAs use personal examples from their cultures (i.e. self-disclosure) to illustrate points in their lectures, will students experience less uncertainty, have a more positive attitude, and recall more than if the FTA uses hypothetical examples? Is student ethnocentrism a factor in student attitude or recall?

A posttest only design with control and experimental treatments was used. Both treatments were videotaped with the same FTA lecturing, and were identical except for the type of example used--personal or hypothetical. American university students (N=160) viewed a 10-minute videotape and then completed 4 measurements on 1) uncertainty, 2) attitude, 3) recall, and 4) ethnocentrism.

Results demonstrated that students who viewed the videotape that used personal, cultural examples to illustrate major concepts in the lecture indicated significantly less uncertainty toward the FTA ($p=.0094$), indicated a significantly more positive attitude toward the FTA ($p=.0001$), and recalled significantly more from the lecture ($p=.0001$) than students who viewed the hypothetical example tape. Ethnocentrism did not significantly correlate with student recall or recall (sic). Additional findings included a positive correlation ($r=.413$) between certainty and liking and between certainty and ethnocentrism ($r=.166$). Gender interacted with ethnocentrism ($p=.026$), indicating the possibility that ethnocentrism in female students may be reduced by exposure to personal examples by FTAs.

Limitations of this study, suggestions for further research, and applications of these findings for FTA training programs and international education are discussed. (2 cits) (AA).

Orth, John Ludwig. University Undergraduate Evaluational Reactions to the Speech of Foreign Teaching Assistants: University of Texas at Austin; 1982. 376 pgs.

This dissertation is an exploratory investigation in the area of language attitudes and accent prejudice and deals with undergraduate students' Evaluational reactions to the speech of nonnative English-speaking foreign teaching assistants (FTAs). Complaints by undergraduates about the limited speaking proficiency of FTAs have prompted the development of specialized training programs at many universities in North America as well as the implementation of local and international testing programs. This research suggests that such complaints are often specific instances of the more general phenomena of Evaluational reactions to nonstandard language varieties and calls into question some of the assumptions on which most testing and training programs are based.

Ten FTAs teaching economics, business statistics and freshman composition courses participated in the research. Their classes were observed and tape recorded and their 618 students completed a series of questionnaires designed to obtain data regarding demographic variables, social and educational attitudes, speech evaluations and teaching evaluations. In addition, the FTA's speaking proficiency was evaluated by twelve experienced teachers of English as a Foreign Language (EFL) who heard taped segments of their classes.

A ranking of the FTAs based on the students' speaking proficiency evaluations differed drastically from the EFL teachers' ranking (r(= .12). Low but significant correlations were obtained between the students' speaking proficiency evaluations and their scores on Course Attitude, Ethnocentrism, Authoritarianism and Social Distance scales. Multiple regression analysis showed that all four variables are significant predictors of speaking proficiency ratings. Discriminant analysis showed that a combination of the four variables could successfully predict group membership for 71.8 percent of students whose speaking proficiency evaluations were one standard deviation above or below the mean. Evaluations of teaching effectiveness were shown to be as strongly correlated with student satisfaction with final grades as with areas of student dissatisfaction with FTAs proved to be (1) interpersonal, (2) linguistic, and (3) intercultural.

The study concludes that students' negative evaluations of FTAs' speech are often based in social mythology rather than linguistic social and educational attitudes. The implications of these findings for the training and selection of FTAs are discussed. (6 cits) (AA).

Pekofsky, Melvin. A Comparison of Perceived Teaching Styles in International Teaching Assistants Receiving Cross-Cultural Perceptiveness Training: Mississippi State University; 1988. 83 pgs.

The purpose of this study was to make a case for the training of new International Teaching Assistants (ITA's) in cross-cultural perceptiveness. Presently, most ITA attention had been focused on teaching methods and English as a second a language. For the most part, the cross-cultural factor had been overlooked. The author of this study advocated a program dealing with interaction, association, bisexuality, territoriality, temporality, learning style, and play that would acquaint ITA's with American habits, attitudes, and values.

The subjects in this study consisted of 64 of the 76 full-time ITA's at Mississippi State University who participated in the Fall 1987 Teacher Assistant Development Workshop. A stratified randomized posttest only design having an experimental and comparison group was used for this study. Participants were stratified on the basis of gender and teaching experience before assignment to groups. A delayed posttest also was given six weeks later.

This study utilized a multivariate analysis of variance (MANOVA) as a composite on each of the Canfield Instructional Styles Inventory's (CISI) description scales and an analysis of variance (ANOVA) on each specific scale score within a particular description scale. No significant differences were found for any description scales or for any specific scales comparing experimental and comparison groups' posttest mean scores or in comparing experimental and comparison groups' delayed posttest mean scores. Analysis of variance was used on the cognitively based Cross-Cultural Perceptiveness Instrument (CPI) comparing experimental and comparison groups' mean scores on posttest and again on delayed post-test mean scores. No significant differences were found. Significant differences were noted using ANOVA to compare CISI posttest and delayed posttest mean scores on the peer affiliation and instructor/student specific scales. No significance from ANOVA data was found comparing posttest and delayed posttest mean scores on the CPI.

No immediate impact in cross-cultural treatment was noted between experimental and comparison groups. The acculturalization could possess more long-term benefit. Long-term significance was noted between posttest and delayed posttest on a specific scale score of the Canfield Instructional Styles Inventory. This statistical significance occurred on the peer affiliation and instructor/student responsibility specific scale. (AA).

Robertson, Daniel Lee. English Language Use, Needs, and Proficiency Among Foreign Students at the University of Illinois at Urbana-Champaign: University of Illinois at Urbana-Champaign; 1983. 133 pgs.

This research reveals the extent to which foreign students' reported use of English, their perceptions of the importance of English, and their proficiency in English are related to their membership in groups based on academic discipline, academic level, and teaching assistantship (TA) status.

The instruments used were a 72-item questionnaire and two interview schedules. The foreign student population at the UIUC (n = 1481) was surveyed using the mailed questionnaire, with a return rate of 57%. The interview schedules were administered by telephone to random samples of volunteers (n = 20) and non-respondents (n = 20) and to a selected sample (n = 20) of university faculty and staff.

Composite variables for use, importance, and ability were constructed from the questionnaire items, the reliability of the composites as scales was determined, and, using multiple linear regression analysis, each of the composites and the TOEFL score were regressed separately as dependent variables on the independent variables for academic discipline, academic level, and TA status, as well as on covariates related to total use, importance, or ability. In those regressions where significant main effects were observed, post-hoc comparisons of means were made. The interview data were summarized and reported for each sample.

Discipline was found to be significantly related to nine of the variables, level was found to be related to five, and TA status, five.

Differences in use of speaking and writing skills were observed across disciplines. Differences in use of speaking and listening skills were observed across levels. Differences in use of speaking skills were observed across TA status.

Differences in perceived importance of English language skills in general and of writing skills were observed across disciplines. No differences in importance were observed across levels or TA status.

Differences in perceived ability in listening and reading skills were observed across disciplines. Differences in reading skills were observed across levels. Differences in ability in speaking and listening skills were observed across TA status. TOEFL scores were also found to be higher among TAs. (AA).

Rounds, Patricia Lubniewski. Talking the Mathematics Through: Disciplinary Transaction and Socio-Educational Interaction. University of Michigan; 1985. 253 pgs.

This study examines language use in university calculus classes, particularly the language of teaching assistants; it aims to characterize language use in a specific situation type.

Obviously, information is given in a classroom, but classrooms are also social environments. Teachers have to talk about the subject matter and also interact with their students. In this study, both the informational and social side of classroom language are investigated. Thus, the way mathematics is talked about is analyzed from both perspectives.

One of the major results of the analysis is that teachers use personal pronouns to modify the roles of teacher and students in classes. For example, teachers often use "we" to discuss activities that students alone perform. These unusual uses of the personal pronouns are not "incorrect," but serve special functions like blurring the lines of group membership in order to develop communality, for reasons which are often pedagogically motivated.

Other major areas of discussion include both the global and sequential organization of this discourse. The analysis of the overall organization of a "best case" class period examines the typical activities occurring in university calculus classes, and presents linguistic evidence that the better teachers organize their talk into Introduction, Discussion, Conclusion at almost all levels of information. It is argued that using this type of organization allows the teacher more opportunities to "talk around" the mathematics.

The two chapters addressing sequential organization develop a model of classroom language which has as its base the saying of the mathematical symbols, and which is elaborated on by various types of metastatements. The nature of these metastatements is described and analyzed from both disciplinary and socio-educational perspectives.

The study is based on videotapes of five university calculus classes taught by graduate student teaching assistants of varying teaching abilities. The teaching assistants, their students, and a departmental supervisor commented on the videotapes in separate viewing sessions; the tapes of the classes and viewing sessions were transcribed and collated. The participants' observations provide and enrichment of the transcripts of the classes which assists the researcher in developing an understanding of how teachers use language, and how their students can interpret the same stretch of language. (4 cits) (AA).

Shaw, Peter Ambler. The Language of Engineering Professors: A Discourse and Registral Analysis of a Speech Event: University of Southern California; 1983.

This is a sociolinguistic study of a speech event in an educational setting: the focus is the speech of Engineering professors in lower division undergraduate classes. The purposes are two: (1) to provide a detailed explication of the data at three levels: speech event analysis, discourse analysis and linguistic analysis; (2) to derive from the description implications for two practical activities: the teaching of English for Science and Technology (EST) to international students in English speaking universities, and the training of international graduate students in Engineering as Teaching Assistants.

Three kinds of data were collected. Firstly, 32 hours of speech from 12 different classes were audiotaped and transcribed. Secondly, in a longitudinal ethnography, one Engineering course was studied through an entire semester by the investigator as participant observer. Thirdly, in a cross-sectional ethnography, classes representing every department in the School of Engineering were observed over a minimum of three consecutive lessons. This blend of qualitative and quantitative modes of investigation is discussed in some detail and related to the problems and needs which motivated the study and to the relevant literature.

The findings are discussed in three stages. Chapter 4 contains a detailed discussion of the interaction between verbal and non-verbal aspects of the lecture. In general, the nature of classroom talk is found to be determined by a range of factors including topic, interactive norms, goals of participants and the prominent visual channel represented by the blackboard work. In Chapter 5, the usefulness of Montgomery's (1977) levels of analysis (the units, from smallest to largest, are Member, sequence, Transaction and Lecture) is confirmed. Further, two types of Transaction are postulated: Problem-based Transactions are simpler than Concept–based Transactions, both in terms of the variety of Sequence types and the complexity of their internal arrangement. Various linguistic markers of the discourse structure are then isolated and exemplified. Thirdly, in Chapter 6, the linguistic details of the professor's speech are examined. Its nature as informal, unplanned discourse is explored through various features and the systematic variation in items such as personal pronouns, tense and aspect, modal verbs, and certain lexical items is examined. Finally, Chapter 7 calls for changes in current ESP practices involving EST classes and the training of TAs for Engineering courses. (AA).

Stevens, Scott Gregory. Improving the International Teaching Assistant Experience: An Evaluative Study of a Training Program: University of Delaware; 1988. 331 pgs.

This study evaluated the effectiveness of the University of Delaware's International Teaching Assistant Training (ITA) Program in preparing its participants for their roles as classroom instructors. This presemester month long program was characterized by extensive video taping and analysis of micro-teaching sessions, wide use of American students throughout the program, and the implementation of an unusual drama-based approach to improving classroom communication skills. The evaluation involved longitudinal research over twelve months--measuring progress made by the ITA's in improving their oral and aural language skills, developing effective teaching techniques, and learning to understand and demonstrate appropriate classroom cultural behavior. The evaluation drew both quantitative and qualitative feedback from many sources, including English as a Second Language specialists, teacher trainers and consultants, undergraduate trainers, undergraduates in courses eventually taught by both American (ATA's) and International TA's, and the ITA's themselves.

Three of the five instruments used in the study were used both before and after the training program in order to measure change in ITA skill levels. These instruments included: the SPEAK, a semi-direct test of oral proficiency; the TEACH, a performance test of teaching skills, culturally appropriate behavior, listening ability, and oral proficiency; and the C-Instrument, a survey of attitudes about American university culture. Participants in the program also completed an evaluation of their training, and students in classes taught by both ATA's and ITA's completed the IDEA, a standardized instructional assessment tool.

The study provided very compelling evidence that the training program had made a significant, positive impact on the ITA's oral program had made a significant, positive impact on the ITA's oral proficiency levels. The data also showed improvement in ITA teaching skills. When the researcher controlled for previous teaching experience, the ITA's actually received higher student evaluations than their American colleagues. Participants also showed progress in acquiring native-like use of nonverbal behavior and in establishing positive teacher/student rapport, but showed little change in attitudes toward the culture. The researcher gave recommendations for the future training and use of teaching assistants. (AA).

C. Manuals, Textbooks, and Videos

Althen, Gary. Manual for Foreign Teaching Assistants. Iowa City, Iowa: Office of International Education and Services, University of Iowa; 1981. 29 pgs.

This handbook from the University of Iowa was developed to help new foreign teaching assistants better understand the general American university context. It includes information on the academic preparation of U.S. students, their motivation, general behavior, prejudice of students, student expectations of teachers, communicating with students (verbally and non-verbally), the U.S. grading system, students' complaints and excuses, and cheating. Each topic includes a "What to Do" section of suggestions relevant to new foreign TAs. The manual concludes with advice as to where foreign TAs can get more help: from students, other teachers, practice teaching, departmental training, English classes and American friends.

Commentary: This small booklet appears to be one of the earliest advice manuals specifically for foreign TAs. Its focus on cultural difference issues reflect the insights and perspective of a long-time advisor of foreign students. The manual's relatively simple style and direct approach make it appropriate reading for a new foreign TA though a range of complex topics are only handled briefly. (6 cits) (SLB).

Boyd, Frances; Lane, Linda; Merdinger, Polly. Resources for International Teaching Assistant Programs Teaching and Administrative Materials. Columbia University: American Language Program; 1989. 171 pgs.

This compendium of materials assembled by the ITA trainers at Columbia University includes sample lessons, administrative forms, and bibliographies. It contains chapters on pronunciation, functional language, presentation skills, student-led discussions, American Culture and everyday observation guides, ITA course evaluations, and departmental needs survey sample units, and a bibliography. The materials themselves have been either developed, adapted, or borrowed by the authors and represent a broad range of possible activities for ITA training.

Commentary: This volume is a goldmine of ideas for ITA trainers. It is both practical and useful, either for those setting up training programs or for those already running programs but looking for new ideas. The materials are often inventive and interesting. Furthermore, they reflect an interactive, task-based approach to language teaching. (EA).

Byrd, Patricia; Constantinides, Janet C.; Pennington, Martha C. The Foreign Teaching Assistant's Manual. New York: Collier Macmillan; 1989. 193 pgs.

This manual, which presupposes an advanced level of English, is aimed at current and prospective international teaching assistants. The 25-chapter text is divided into five major parts, which are intended to be worked on simultaneously. In Parts One and Two, "Preparatory Activities" and "Background to Teaching," participants examine differences between their own educational background and that of their American students. Part Three, "Hearing and Pronouncing American English," consists of information about and practice in English pronunciation and listening skills. The activities in part Four, "Practice for Teaching," help students gain skill at presenting academic content, ranging from short explanations to 50-minute lectures. The exercises in Part Five, "Observation," guide FTAs to better awareness of behaviors of teachers and students in the university classroom. An appendix lists cross-references to guide selection of materials from the appropriate parts of the text. The manual is intended to be used as a handbook and provides different types of participatory materials, including discussion, observation, practice teaching, role-playing, group work, oral training, audiotaping, and videotaping, which can be selected according to need.

Commentary: Probably most effective when used selectively, since working through the entire manual would be more time-consuming than generally practical. Arrangement and autonomy of materials makes selective use practical, although a checklist of activities would be helpful to give an overview and aid in activity selection. The activities appear highly presentation-oriented. More spontaneous and informal situations requiring interaction might be welcome, e.g. student questions during labs and office hours. The program might be more "student-friendly" if most of the text passages were in a teacher's manual, with the activities in a student workbook. The proportion of material on pronunciation seems high and requires some additional expertise. Availability of videotaping equipment and an instructor knowledgeable in both ESL and about the institutional system in which the FTAs will teach is essential. (8 cits) (MP).

Douglas, Dan; Myers, Cindy. Teaching Assistant Communication Strategies. Ames, Iowa: Iowa State University; 1987.

These ITA training materials consist of three videotapes and an instructor's manual. The tapes provide examples of teaching strategies such as giving advice and using examples, culled from videotapes of actual classes taught by both U.S. and international TAs in a variety of fields. The example segments tend to be brief. There are 103 such segments illustrating 13 communication strategies. The 18 page manual serves as a teacher's guide to the tapes, providing a brief discussion of each strategy, followed by summaries of the key features of each illustrative segment.

Commentary: These tapes are the result of considerable labor to locate relevant examples in tapes of classroom teaching and draw them together for easy reference. Thus, the tapes provide easy access to pertinent illustrative segments for ITA trainers. Furthermore, the teacher performances are authentic, not staged, and they include positive performances by non-native speakers. On the other hand, the quality is not studio-like and some teachers are hard to understand. The examples are, of course, taken out of context, which can make them difficult to interpret and evaluate. No transcripts or teaching materials are provided. ITA trainers would have to take care to avoid a show-and-tell approach when using these tapes. (EA).

Gunesekera, Manique; Swales, John. The Office Hour: Materials for Foreign Teaching Assistants. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1987, 20 pages.

These workbook style materials were designed to stimulate awareness of the teaching styles and social behaviors of ITAs during office hours. The workbook is accompanied by a video containing nine extracts from office hour sessions of an American and an Asian TA. The materials consist of exercises and discussion activities focusing on the communication occurring between the TA and the student. The first section of exercises is concerned with the social relations at the opening and closing sessions of the office hour interaction, and the second section deals primarily with TA instruction style in the office hour setting. An answer key is also included.

Commentary: This unit on the office hour was intended as a supplement to Swales and Rounds' College Classroom Discourse. The topic of office hours is certainly one which should be included in an ITA training program but the quality of the video-tape which accompanies the materials may be distracting to students. Nevertheless, the materials do offer the potential of increasing awareness of what is expected when an ITA serves in the role. (SLB).

Mellor, Jeff. Some Steps to Improve Your Spoken English. Knoxville, Tennessee: The University of Tennessee, 1988. 12 pgs. ED 292 297.

The guide contains suggestions for University of Tennessee, Knoxville foreign teaching assistants to improve their command of spoken English. The first section offers five speech improvement suggestions requiring little or no extra time, including speaking English as much and as often as possible, imitating native speakers, asking for the correct form, and finding out what problems need the most attention. The second section lists relevant resources at the university, including testing and analysis, offerings and services of the audiology and speech and hearing departments, foreign student programs, American students willing to act as conversation partners, tapes and taped programs, trading of tutorial services, and television programs with a lot of conversational content. (ERIC abstract, modified by SLB).

Commentary: This small guidebook could serve as a sample for those advising ITAs at other universities and who might be considering the usefulness of developing a simple resource manual for their ITAs. Some of the suggestions are rather axiomatic but the list of resources seems helpful and appropriate. (2 cits) (SLB).

Ronkowski, Shirley with McMurtrey, Margaret; Zhuang, Jiaying; Myers, Karen. An International Teaching Assistant Handbook: An Introduction to University and College Teaching in the United States. University of California, Santa Barbara: Office of Instructional Consultation; 1986. 39 pgs.

This manual provides new ITAs information about the TA role, the American educational system, and classroom communication skills. The manual begins by outlining some of the issues surrounding the role of the TA, including general TA duties, the relationship of the TA with the professor, and managing time between graduate studies and teaching duties. Next, the author discusses the structure of the U.S. educational system and the backgrounds and attitudes of American undergraduates. Ronkowski notes that ITAs may have to vary their teaching methods in order to accommodate for the diversity of student learning styles. The final section of the manual deals with improving classroom communication through such techniques as rephrasing student questions, slowing down rate of speech, and writing technical terms on the blackboard. In each section of the manual, the author includes quotes from ITAs regarding their experiences. (12 refs).

Commentary: This manual includes a range of topics of relevance to a new ITA. It is generic in focus - that is, not geared specifically to ITAs in any particular university context thus it has the potential for use in various instructional settings. In quite a few sections it reads somewhat like an educational textbook but occasional inserted quotes by ITAs relieve the style. (SLB).

Swales, John; Rounds, Pat. College Classroom Discourse. Ann Arbor, Michigan: English Language Institute, University of Michigan; 1985. 49 pgs.

This manual was designed to instruct ITAs in various aspects of classroom discourse. Accompanied by a videotape, the materials consist of exercises which are divided into three units. The first unit focuses on such paralinguistic issues as observing different types of body language, practicing pronunciation of American names, and identifying transitional language. The exercises in the second unit offer instruction on the function and intonation of different kind of questions used in classroom discourse. Finally, the third section provides training in the language used to organize class activities and give students instructions. Each unit provides an answer key for its exercises.

Commentary: The instructional activities in this workbook are creative yet practical in nature. They touch on a range of tasks which prospective ITAs could find useful. The format is quite simple and straight forward and the instructions are clear enough for small group work. Although designed for self-study, experience suggests that the activities need teacher guidance. The order of use of tasks is flexible and might most successfully be used to introduce a particular topic in a training session or to provide supplementary experiences. The accompanying tape is of non-professional quality, but the exercises have potential as models for other ITA trainers involved in developing instructional tasks for ITA communication skills courses. (1 cit) (SLB).

The University Lecture: Four Teaching Styles. Tucson, Arizona: : Center for English as a Second Language, University of Arizona.

In this videotape, a native speaker actor teaches a lesson four times, each time demonstrating a distinct lecture style. These styles are called "The Formalist", "The Buddy", "The Disciplinarian", and "The Interacter". The first three present a range of negative features of classroom behavior, whereas the fourth presents more positive characteristics.

Commentary: Students are likely to find this tape entertaining. The acting is quite good. The styles presented are very distinct, teetering on the edge of caricature. If coupled with observation checklists and small group discussion, this tape could generate a lively exploration of the issues of teaching style. (EA).

Wennerstrom, Ann. Techniques for Teachers, A Companion Workbook to the Videotape *Techniques for Teachers: A Guide for Non-native Speakers of English*. Seattle, Washington: University of Washington Extension; 1989. 243 pgs.

This workbook, a companion to the videotape *Techniques for Teachers*, is designed for classroom use in International Teaching Assistant training. The videotape is a collection of short segments demonstrating typical college classroom situations and how native speakers of English approach them. The workbook is designed to expand and enhance the material on the videotape. It consists of three main units: Lectures, Classroom Interaction, and Office Hours, which are further divided into a total of 13 chapters. Supplementary units include a section on pronunciation and complete transcripts of the videotapes. Part I, Lectures, includes units on introductions, transitions, restating and summarizing, definitions, examples, and graphs and diagrams. Part II, Classroom Interaction, covers student questions, brainstorming, problem solving, discussion, and putting students to work (interactive learning). As students view portions of the videotape, they answer questions in the workbook to focus their awareness of the area under study. Units contain a variety of questions, and language exercises. Mini-class assignments give students the opportunity to integrate skills in a simulated classroom situation. Forms for feedback from fellow students and instructor self-evaluation are also included. The program was originally developed for use in a 50-hour ITA training course.

Commentary: Activities in each unit appear varied and well-paced, ranging from guided observation to language fluency exercises and prepared presentations. Integration with videotape can act as a discussion trigger and demonstrate actual situations. Technical quality of the tape is excellent, but situations seem rehearsed and somewhat unspontaneous. Topics covered are appropriate but it is not clear why these were selected to the exclusion of others that could be equally appropriate, e.g., paraphrasing and summarizing, use of the blackboard, etc. It would be difficult to use either the workbook or videotape alone. However, since units are self-contained they can easily be arranged according to individual course needs. (MP).

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